



Department of
Education

Charter Schools

Shelby County Schools Charter Application

Proposed School: Green Dot Charter K-8 School opening in the 2020-21 School Year



GENERAL INFORMATION

Name of proposed school: Green Dot Charter K-8 School

Projected year of school opening: SY 20-21

Charter authorizer for proposed school: Shelby County Schools

Sponsor/Sponsoring Agency: Green Dot Public Schools Tennessee (GDPST)

The sponsor is a not-for-profit organization with 501(c)(3) status: **Yes**

Model or focus of proposed school: College Preparatory

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application): Megan Quaile

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Names, current employment, and roles of all people on school design team (add lines as needed):

Full name	Current job title and employer	Position with proposed school
Megan Quaile	Executive Director, GDPST	<i>Regional Office Team Member</i>
Dan Penaranda	Director of Finance & Operations, GDPST	<i>Regional Office Team Member</i>
Randi Demagistris	Director of Human Capital & Human Resources, GDPST	<i>Regional Office Team Member</i>
Chrystie Edwards	Director of Academics, GDPST	<i>Regional Office Team Member</i>
Lameika Pegues	Director of Student Support Services, GDPST	<i>Regional Office Team Member</i>
Jocquell Rodgers	Director of Community Engagement & Public Relations, GDPST	<i>Regional Office Team Member</i>

Name of proposed school leader (if any): Megan Quaile (interim school leader)

Proposed school leader's current employment: GDPST Executive Director

City or geographic community: Southwest Memphis

Does the proposed school intend to contract or partner with a charter management organization (CMO) or not-for-profit education service provider? **No**

If yes, identify the CMO or other partner organization: _____

Does this applicant have charter school applications under consideration by any other authorizer(s)? **No**

If yes, complete the table below, adding lines as needed:

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed opening year

Indicate Applicant Type:

☐ New-Start Applicant

☒ Existing TN Operator Proposing New Focus/Grade OR Existing non-TN operator OR Existing ASD operator

☐ Existing Tennessee Operator Proposing Exact Focus/Grade Structure

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for **Green Dot Charter K-8 School** is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the [Office of Open Records Counsel](#));
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
 - e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.



Signature

Megan Quaile

Printed Name of Authorized Signer

Executive Director

Title of Authorized Signer

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CHARTER SCHOOL APPLICATION NARRATIVE

EXECUTIVE SUMMARY

Green Dot Public Schools Tennessee (“GDPST”) is a non-profit charter management organization that currently serves approximately 2,000 students across five middle and high schools in Memphis, Tennessee. GDPST has a history of successfully working with and meeting the needs of historically underserved communities, including the Whitehaven community where GDPST is proposing to open another charter public school to complement existing schools in the neighborhood. If approved, GDPST’s new school, Green Dot Charter K-8 School (“Green Dot Charter K-8”) will serve a maximum of 1,260 kindergarten through eighth grade students.

Green Dot Charter K-8 is proposing to open in the fall of 2020 with kindergarten and sixth grade, adding subsequent grade levels each year until the school reaches its full grade span of kindergarten through eighth grade. Students will have the opportunity to be immersed in a high quality educational program for nine years, ensuring that by the time they finish eighth grade, they will be fully prepared for a college preparatory curriculum.

GDPST currently operates two schools in the Whitehaven community, Fairley High School and Hillcrest High School. Students continuously enter high school multiple grade levels behind in English Language Arts and Math. In the 2018-19 school year, only 6% of students at Fairley High School and Hillcrest High School entered ninth grade on grade level in reading, with the majority of students entering at an elementary reading level. This trend is similar in Math with less than 15% of students entering ninth grade on grade level. This trend is further highlighted in the Regional Seat Analysis Shelby County Schools (“SCS”) released in February 2019. In this analysis, SCS called for an additional 3,987 elementary (K-5) and an additional 2,010 (6-8) high quality seats in Southwest Memphis, including Whitehaven. In response to this need, GDPST has developed a high quality K-8 academic model specifically designed to meet the needs of the Whitehaven community.

GDPST is confident that the proposed school model described throughout this application would provide the Whitehaven community a high quality K-8 option and welcomes the opportunity to collaborate with SCS. GDPST is a pivotal partner in Whitehaven and has spent the last five years learning about the community, celebrating its culture, and better understanding its needs. GDPST’s experience running two comprehensive, neighborhood schools in Whitehaven has given it the opportunity to hear from students, parents and community leaders about their vision for a high quality, K-8 neighborhood school. This qualitative data, paired with historical, quantitative data, informed Green Dot Charter K-8’s academic and operational model.

The model described briefly below and in detail throughout the application would ensure students are on the track towards college, leadership and life by the time they enter high school. In particular, GDPST has developed a model that will address the specific needs of the student population it intends to serve. On top of a high quality, rigorous academic model, Green Dot Charter K-8 is designed to address barriers that have often presented themselves among the low income, minority population GDPST schools typically serve. These barriers include:

- **Transiency** that often requires students to switch schools frequently: the school will provide an extended orientation for new students at each grade level, described in further detail in the application
- **Lack of safety** in communities that may result in difficulty in getting to school: the school will provide transportation to the school.
- **Access to adequate food, housing and healthcare** services: The school will provide wrap-around services through school counselors, a school psychologist and other mental health providers who will work individually with students to find ways to address their needs and to connect their families with services.

Additionally, Green Dot K-8 School will provide the support to ensure all special populations and at-risk students are

prepared to succeed. GDPST recognizes that the proposed student body requires both academic and behavioral supports to ensure the school successfully delivers on the mission, vision, and measurable outcomes detailed in the application. The application includes information on how the school plans to serve special populations and at-risk students, including students with disabilities, English Language Learners and students entering multiple grade-level behind, as well as students who are at or above-grade level.

Green Dot Charter K-8 educational program will provide an inclusive environment for all students. The school's academic model will emphasize the elements consistent across all Green Dot schools:

1. **Ensuring Quality Teaching and Instruction** by using research-based methods of instruction, growing teacher effectiveness, and offering robust professional development and supports for teachers
2. **Cultivating a College-Going Culture** by focusing on Math and Literacy foundations early and using a rigorous, standards-aligned curriculum
3. **Eliminating Barriers to Instruction** by focusing on family engagement, counseling and mental health supports, academic differentiation and intervention as needed
4. **Promoting Leadership and Life Skills** by incorporating character and mindset development into classrooms

The academic focus and plan is described in more detail in *Section 1.3*.

The applicant team undoubtedly has the capacity to successfully open and operate a high quality K-8 school. GDPST's leadership team has a breadth of experience and will ensure the school's academic, operational and financial needs are met. Led by Megan Quaile, the current Executive Director of GDPST and Chief Growth Officer of Green Dot Public Schools National (GDPSN), the leadership team is well-positioned to ensure Green Dot Charter K-8 is able to operationalize its mission and vision. *Section 2.12* of the application includes biographies for GDPST's leadership team, which is comprised of GDPST's Director Academics (Chrystie Edwards), Director of Finance & Operations (Dan Penaranda), Director of Student Support Services (Lameika Pegues), Director of Human Capital & Human Resources (Randi DeMagistris) and Director of Community Engagement & Public Relations (Jocquell Rodgers). *Section 2.2* of the application details the leadership team's roles and responsibilities related to the development, start-up and operation of Green Dot Charter K-8. The application clearly articulates the leadership team's aptitude to offer the academic program articulated in the application.

Given the opportunity, Green Dot Charter K-8 will enhance the educational options available in the Whitehaven community. GDPST looks forward to partnering with SCS to develop and implement a high quality educational program in the Whitehaven community that will complement the existing educational options while meeting the needs of historically underserved students. GDPST is confident that Green Dot Charter K-8 will successfully implement the educational program described in the application and ensure that all students finish eighth grade prepared for high school and on the path towards college, leadership and life.

1. ACADEMIC PLAN DESIGN AND CAPACITY

1.1 School Mission and Goals

The Green Dot Public Schools network (“Green Dot network”)¹ is helping transform public education so all students graduate prepared for college, leadership and life. The vision of the Green Dot network is to prepare the college graduates needed to build and sustain pathways to prosperity in the communities it serves and to outperform the nation in preparing college graduates. Founded 19 years ago, the Green Dot network serves ~14,500 students across Los Angeles, Memphis and Puget Sound.

Within Memphis, Green Dot Public Schools Tennessee (“GDPST”) serves ~2,000 students at 5 middle and high schools: Fairley High School, Hillcrest High School, Bluff City High School, Wooddale Middle School, and Kirby Middle School. Students enter GDPST’s middle and high schools multiple years behind grade-level. Despite accelerating student growth within seven years across its middle and high schools, the organization believes it needs to serve elementary school age students in order to truly fulfill its mission of getting students college-ready.

a) Mission of the school

The mission of the proposed school, Green Dot Charter K-8 School (referred to as “Green Dot Charter K-8” throughout this application), will be to provide the foundation that prepares ALL students for success in high school and subsequently for college, leadership and life using a rigorous standards-aligned education program within a tight-knit school community where all stakeholders actively engage in the education process.

b, e) Vision of the school

The vision for the school when it is achieving its mission is that students will be joyfully learning the foundations of math and literacy, proudly carrying their classroom college banner to assemblies, articulating the character skills they have been building, participating in activities after school, and talking about their plans to attend high school and then college. School staff will be greeting students by name in the morning and in the hallways and collaborating with each other frequently. Parents will be actively engaging in their child’s education, attending parent-teacher conferences and monthly parent workshops. All stakeholders will be playing a role in the education process and students will be on the path to college.

a) Goals

Green Dot Charter K-8 will measure its progress using goals across several categories that are aligned to its mission and vision as follows:

- *College Ready Learners:* Goals in this category measure whether students are on track to be prepared for high school
- *Engaged Parents & Communities:* Goals in this category measure whether all stakeholders are actively engaging in the education process
- *Highly Effective Employees:* Goals in this category measure whether employees are effectively supporting students in being prepared for high school and subsequently college, leadership and life
- *Effective School Model:* Goals in this category measure whether the school has a rigorous, standards-aligned education

The goals for the school are outlined below:

¹ All regions within the Green Dot network receives back-office support from Green Dot Public Schools National (GDPSN). See *Section 2.12C* for additional details on services provided by GDPSN to all regions.

Category	Indicator	Metric
College Ready Learners: Student Achievement	Student Achievement on State Assessments	On TCAP Assessments (Science and Social Studies): 10% increase in proficient / advanced (P/A) each year from the baseline, school-wide and for each subgroup. On TNReady Assessments (ELA and Math): 5% increase in P/A each year, school-wide and for each subgroup (or an aggregate of 25 percentage points over 5 years) <i>These growth goals will be met until 80% P/A is achieved on both assessments.</i> <i>SY 20-21 will be a baseline year for middle grade performance (using 6th grade data) and SY 23-24 will be a baseline year for elementary grade performance (once the first third grade class has assessment data).</i>
	Promotion Rate	95% 8th grade promotion rate
	MAP Growth: Reading	60% of students meet annual MAP goals in Reading
	MAP Growth: Math	60% of students meet annual MAP goals in Math
	Pupil Outcomes	80% of students score a 3 (grades K-5) or C (grades 6-8) or better. The school achieves a 5% increase until the goal is met
College Ready Learners: School Culture	School Attendance Rates	90% attendance
	Chronic Absenteeism Rates	Reduce the % of students classified as chronically absent by 1% a year until under 3% of population
	Pupil Suspension	Reduce suspension rates by 25% each year, with end goal of school-wide suspension rates below 5%
Engaged Parents & Communities	Family Satisfaction	85% of GDPST families recommend GDPST to a friend
	Family Support	85% of GDPST families agree or strongly agree with the statements that "Teachers at this school have helped me to help my student get ready for their next step in their education" and "Teachers at my school have helped my student set high academic goals"
Highly Effective Employees	Effective Teaching	100% of teachers are effective per Tennessee's ESSA state plan and have a GDPST effectiveness rating of Meets Standard (Level 3 on the rubric out of 5) or above
	College-Ready Teaching	100% of teachers attend professional development annually on Tennessee Academic Standards, including specialized segments for teaching English Learners and students with disabilities
Effective School Model	Course Offerings	Principal annually reviews master schedule to ensure course offerings best address needs of students

c) Alignment to purpose of charter schools

Green Dot Charter K-8 will address many of the prescribed purposes of charter schools as outlined in [T.C.A. 49-13-102](#) in the following ways:

- The school will serve low income, minority students who otherwise enter middle and high schools far behind grade-level. The school will help these students close the achievement gap (a1) and provide an alternative educational option for families (a2).
- GDPST is constantly seeking out research-based innovative teaching methods (a3), which are shared with

teachers through a variety of professional development opportunities throughout the year (a5) as outlined in *Section 2.5*. The research base of the Green Dot academic model is described in *Section 1.3D*. All of these practices will be adopted by teachers at Green Dot Charter K-8.

- Green Dot Charter K-8 will continually monitor performance of students through interim assessments and state tests (a4) as outlined in *Section 1.7*. Teachers will use this data to adapt their lesson plans to ensure that all children have the opportunities to reach proficiency.
- Parents at Green Dot Charter K-8 will have substantial and meaningful opportunities to participate in the education of their children (a6) through monthly Parent Academy workshops, serving on the School Advisory Council (SAC), parent-teacher conferences, etc. as outlined in *Section 1.12B*.

d) Alignment to priorities set by Shelby County Schools

Green Dot Charter K-8 will address several of the priorities outlined in [Shelby County's Destination 2025 10 year strategic plan](#), including:

- *Strengthening Early Literacy*: through a heavy focus on reading starting in Kindergarten with 120 minutes dedicated to literacy each day as outlined in *Section 1.8*. See *Section 1.3* for the ELA curriculum and *Section 4.1* for the literacy improvements that GDPST schools have been able to drive that will be replicated at Green Dot Charter K-8 in earlier grades.
- *Developing Teachers, Leaders and Central Office to Drive Student Success*: through a heavy emphasis on Professional Development. See *Section 2.5* for more details.
- *Expanding high-quality school options*: by providing an alternative option for families in the Whitehaven area.
- *Mobilizing family & community partners*: by actively integrating parents/guardians into all aspects of their students' school experience. See *Section 1.12B* for additional details on the Parent Academy workshops and School Advisory Council (SAC) meetings that empower parents to become leaders who engage other parents to support and improve their children's schools.

Green Dot Charter K-8 will also work to address the state-wide priority of Chronic Absenteeism. The school will do this by implementing a Student Attendance Review Team (SART) described in detail in *Section 1.4D*. The school will emphasize the importance of school attendance at parent events such as family nights and Parent Academy workshops. Finally, Green Dot Charter K-8 will partner with Communities in Schools (CIS) to create tailored systems to improve attendance based on student needs such as incentive programs, family meetings, and connection to resources like bus passes to remove barriers to school attendance.

Lastly, the Regional Seats Analysis developed by Shelby County shows the need for ~6,000 additional high quality K-8 seats in with Southwest region of Memphis, encompassing the Whitehaven and Westwood neighborhoods. Green Dot Charter K-8 will contribute to offering some of these high quality seats to students. See the SCS Application Supplement for additional details.

1.2 Enrollment Summary

a- d) Community proposed school will serve and rationale

Green Dot Charter K-8 plans to locate in the Whitehaven area of Memphis, within the Shelby County Schools district. GDPST currently operates two high schools in the Whitehaven area – Fairley High School and Hillcrest High School. Both schools have faced challenges because 9th grade students enter the schools multiple years behind grade level. According to iReady data, less than 8% of Fairley 9th graders entered at grade-level in ELA or Math and 68-86% entering at a K-5 level in those subjects. Similarly, at Hillcrest, less than 14% of students entered at grade-level in Math or ELA. ~80% entered at a K-5 level in those subjects. GDPST would like to provide a high-quality K-8 school option in Whitehaven that enables these students to start high school on track and become college-ready within 4 years.

There are 21 elementary schools, 8 middle schools and 2 span schools within 5 miles of GDPST's high schools (Fairley and Hillcrest). ~95% of students at these schools are African American, ~3% have Limited English Proficiency (LEP), ~11% have special education needs and ~75% receive free lunch.

The 21 elementary schools within 5 miles have a total enrollment of ~8200. The 8 middle schools within 5 miles serve ~2800 students. The two span schools are John P. Freeman Optional School, which serves ~590 students in grades K-8 and Freedom Preparatory Academy, which serves ~800 students in grades 6-12. In total, ~12,000 students in grades K-8 attend school within 5 miles of GDPST's High Schools.

While there are multiple school options, significant academic deficits exist, so Green Dot Charter K-8 will seek to provide a high quality alternative to K-8 students in the area. Of the 25 schools serving grades K-8, over 60% of these schools score in the lowest rankings of the Shelby County Schools Performance Framework ("Needs Improvement" and "Fair"). 13 of the 31 schools (~40%) received TVAAS scores of 1 or 2 in 2017-18 and only 8 schools had more than 25% of students achieve proficiency in math and/or reading in 2017-18.

The Regional Seats Analysis developed by Shelby County further emphasizes the need for high quality school in this area, showing that ~6,000 additional high quality K-8 seats are needed in the Southwest region of Memphis, encompassing the Whitehaven and Westwood neighborhoods. See the SCS Application Supplement for additional details.

It is critical to ensure that ALL students in Whitehaven are prepared to graduate college-ready, and GDPST seeks to provide these students with a rigorous education by starting Green Dot Charter K-8.

d, e) How the school will serve students

GDPST does not handpick, screen, or seek out specific students. No test or assessment will be administered to students prior to acceptance and enrollment into the school. Student recruitment efforts are broad and include canvassing all families in the Whitehaven community.

Green Dot Charter K-8 will provide an inclusive environment for all students. The school's academic model will emphasize the elements consistent across all Green Dot schools, that help all students succeed:

5. Ensuring Quality Teaching and Instruction by using research-based methods of instruction, growing teacher effectiveness, and offering robust professional development and supports for teachers
6. Cultivating a College-Going Culture by focusing on Math and Literacy foundations early and using a rigorous, standards-aligned curriculum
7. Eliminating Barriers to Instruction by focusing on family engagement, counseling and mental health supports, academic differentiation and intervention as needed
8. Promoting Leadership and Life Skills by incorporating character and mindset development into classrooms

The academic focus and plan is described in more detail in *Section 1.3*.

f) Enrollment policy differences

Enrollment policies will be the same as GDPST's other independent school, Bluff City High School. Green Dot Charter K-8 will enroll all pupils who submit a timely application unless the number of applications exceeds the capacity, at which point Green Dot Charter K-8 will hold a lottery.

Green Dot Charter K-8 will set its own enrollment timeline including a cut-off date for receipt of lottery forms and enrollment packets. This timeline will be aligned with Shelby County Schools' enrollment timelines.

g) Enrollment summary and anticipated demographics

Green Dot Charter K-8 will have 120 students per grade in K-5 and 180 students per grade in 6-8. It will start with Kindergarten and 6th grades in Year 1 and will add one grade at a time to the elementary grades and middle grades until capacity is reached in Year 6.

GDPST feels these targets are reasonable because the school would serve ~10% of the ~12,000 K-8 student population within a 5 mile radius at full scale. The school will use several recruitment strategies to help meet these targets, including connecting with early childhood programs in the Whitehaven community, meeting with key influencers such as leaders at community partners, meeting with parents through phone banking/door knocking/open houses at the school, seeking parent input via surveys, capitalizing on GDPST's social media presence, and engaging GDPST's network of parents and alumni at current schools as explained in further detail in Section 1.11. To meet enrollment targets in Year 2, the school will continue these activities, and in addition will focus efforts on making sure students re-enroll in the next grade prior to the start of the summer, host summer events to keep students and families engaged, and encourage existing families to promote the school to new students through word of mouth. GDPST feels confident that the school can meet targets in Years 1, 2 and beyond using these strategies because it has been able to recruit 400-600 students in its first years operating Fairley, Hillcrest, Kirby and Wooddale. Furthermore, GDPST was able to recruit 155 students in its first year operating Bluff City High School, GDPST's independent high school.

Finally, GDPST has developed a contingency budget to confirm that it will be financially feasible for to operate the school at a lower enrollment, as a backup plan. This model would have 78 students per grade in K-5 and 120 students per grade in 6-8 totaling 828 students. This model is more financially constrained and would not be the preference, but provides a viable "Plan B" if needed.

GRADE LEVEL	NUMBER OF STUDENTS					
	YEAR 1 2020-2021	YEAR 2 2021-2022	YEAR 3 2022-2023	YEAR 4 2023-2024	YEAR 5 2024-2025	AT CAPACITY 2025-2026
K	120	120	120	120	120	120
1		120	120	120	120	120
2			120	120	120	120
3				120	120	120
4					120	120
5						120
6	180	180	180	180	180	180
7		180	180	180	180	180
8			180	180	180	180

Green Dot Charter K-8 will serve a population representative of the community it serves.

ANTICIPATED DEMOGRAPHICS	% OF ECONOMICALLY DISADVANTAGED STUDENTS (ON FREE OR REDUCED LUNCH)	% OF STUDENTS WITH DISABILITIES	% OF ENGLISH LANGUAGE LEARNERS
~95% African American; ~5% Hispanic / Latino	100%	~11%	~3%

1.3 Academic Focus and Plan

a) Academic focus

The “academic focus” of Green Dot Charter K-8 will be to ensure that all students receive the general academic foundation necessary to prepare them for high school and subsequently for college, leadership and life.

b, c, e, h, i, j, k) Academic model and educational philosophy

The school’s academic model will emphasize the elements consistent across all GDPST schools, but will make the following adjustments to better serve students in grades K-8:

1. *Ensuring Quality Teaching and Instruction:* Instruction will focus on providing a strong foundation in Math and Literacy in the early grades. Teaching methods will focus on promoting joy and a life-long love of learning. In grades 6-8, this evolves to focus on rigorous instruction, high school preparation, and intervention as needed.
2. *Cultivating a College-Going Culture:* The school will focus on building an early mindset of college-for-certain and developing an awareness of college as a future pathway. In grades 6-8, students will be supported in ensuring they enroll in high school as a next step toward college.
3. *Eliminating Barriers to Instruction:* In addition to implementing the Response to Instruction and Intervention (RTI) process, the school will support students in overcoming academic barriers to learning through differentiation within the classroom in early grades and offering differentiated course options in grades 6-8; social-emotional barriers to learning with wrap-around supports; and community-related barriers to learning with extensive family engagement opportunities.
4. *Promoting Leadership and Life Skills:* The school will focus on development of character skills in early grades and will evolve to students taking on leadership roles in grades 6-8.

Each of the four components of the academic model for Green Dot Charter K-8 are described in further detail below.

Ensuring Quality Teaching and Instruction

Teaching Methods

To achieve the mission of preparing students with a strong academic foundation, Green Dot Charter K-8 will heavily focus on the early development of Math and Literacy skills. As described in *Section 1.8*, students in grades K-5 will spend 120 minutes of focused time in the basics of Literacy and 90 minutes in Math each day to make sure they build a strong foundation early. In K-5, teaching methods will incorporate workshops and rotations that allow for movement around the room and cater to the developmental needs of younger students.

The following are a sample of teaching methods that will be used to instill a love of writing and reading in students, grow their ability to think critically, and develop their ability to express themselves:

- Deep reading workshops: Students will have time set aside for independent reading in which they can select from a set of books within their individual reading level.
- Read Aloud & Writer’s Workshops: The teacher reads out loud and students engage in the reading through comprehension activities. This helps students sharpen their listening abilities and allows the teacher to model reading skills.
- Word Study: To prepare students to understand increasingly complex texts, with multisyllabic words and longer sentences, students will be provided intensive instruction on grade-level phonics and word analysis skills when decoding isolated words and in connected text.

In K-5, the following are a sample of teaching methods that will be used to support students in seeing math as a

joyful, creative process that helps them think creatively and problem solve collaboratively:

- Rotations: Teachers will enable students to engage with concepts in a variety of ways through stations that rotate between concrete engagement, pictorial engagement and abstract engagement
- Math Procedures: Students will explain their reasoning process and justify their answers when problem solving
- Student-Led Practice: Students set up complex math problems, solve them and share with classmates with the teacher acting as a facilitator

In grades 6-8, students will be double-blocked in Math and English intervention classes as needed. Teaching methods will evolve to have a heavier focus on rigor to prepare students for high school. They will explicitly model how to think through difficult problems, make inferences, pose thoughtful questions, and consider multiple points of view. Math and Literacy concepts will be further solidified by incorporating concepts across the curriculum. For example, students in 6th grade Social Studies will read primary and secondary sources such as newspapers and speeches and then write a short essay paraphrasing the main ideas. In 8th grade science, students will conduct experiments on the motion of objects and will calculate their force, mass and acceleration.

Teachers will be supported in providing high quality instruction through heavy coaching and professional development based on the College-Ready Teaching Framework (CRTF) – a rubric that defines the core competencies that represent highly effective teaching (see *Sections 2.4 and 2.5* for additional details and for the rubric).

Curriculum

The Tennessee Academic Standards drive the instruction of all GDPST schools by providing the road map of what students need to know in order to be successful in college, and all curriculum used by GDPST schools are aligned to these standards.

Instead of developing its own curriculum for grades K-5, at least in the initial years of the school, GDPST will focus on selecting and vetting a high quality, standards-aligned existing curriculum to implement at Green Dot Charter K-8, developing resources and trainings to support this implementation, and refining support based on feedback from Instruction Partners, teachers, administrators, and student achievement results. GDPST has hired an Administrator-in-Residence (AIR) who will take the lead in this work.

Green Dot Charter K-8 plans to select among the following curricular options based on alignment to standards, level of rigor, and alignment to Green Dot Charter K-8's curricular focus on foundational skills such as phonics:

- Core Knowledge (for history, science, and language arts)
- LearnZillion
- Eureka / EngageNY

GDPST has adapted research-based curriculum for grades 6-12 comprising pacing guides, instructional materials, and assessments. This curriculum is currently being used at its 5 schools and being continually refined with the support of Instruction Partners. Green Dot Charter K-8 will adapt these materials for the 6-8 grades to ensure that the specific needs of its targeted Whitehaven student population will be addressed. The curricular focus for grades 6-8 is in building foundations to prepare students for high school, which involves integrating literacy and math throughout the curriculum, building in focused intervention as necessary, and providing opportunities to explore interests through electives.

In grades 6-8, Green Dot Charter K-8 plans to also use the following curricular resources:

- Math: Eureka, Engage NY
- ELA: LearnZillion
- Science: CPO Physics, Gizmo- online lab, State Performance Indicators (SPIs)

Curriculum at Green Dot Charter K-8 will be continuously adapted to ensure it meets the needs of the targeted student population through weekly collaboration by department across schools led by a Curriculum Specialist. In this time, departments review student work, discuss instructional adjustments that need to be made, conduct data-driven reflection and plan accordingly. Teachers in all grades will use the curriculum as a foundation for instruction and focus on using engaging pedagogical techniques to bring the lessons to life.

Green Dot Charter K-8 will also offer a range of electives to provide opportunities for students to explore their passions. Electives will be offered starting in 1st grade and will include Physical Education, Art, Music, Technology and Theater. Students in grades K-5 will also have time for recess. Spanish will be offered in addition starting in 6th grade. Honors classes will also be offered starting in 6th grade.

In addition to core and elective classes, students in all grades will have an Advisory period every day. During this time, students will:

- Build relationships, develop foundational academic habits, and build college awareness and commitment as described in *Section 1.10B-C*
- Develop leadership and life skills (e.g. developing their identity, building resiliency and other character development skills) as described further in the “Promoting Leadership and Life Skills” part of this section

The classroom teacher will lead Advisory in each K-5 class. In grades 6-8, students will be assigned to an Advisory class and teacher. The GDPST Executive Director and Director of Academics are in the process of further defining the most meaningful topics and curriculum for students in grades K-8 to cover during Advisory and specific content will vary based on Green Dot Charter K-8 student needs.

Finally, an after school program, free to all students and lasting until 5PM will be offered. Scope of offerings will vary based on funding but could include academically oriented clubs (reading club, math club, Code Crew, etc.), sports and other activities based on student interests (debate teams, chess club, etc.). See *Section 1.8* for a sample bell schedule.

Blended Learning

Students will engage in blended learning for up to 20-25% of the school-day. The blended learning model will typically include rotations, that could include students working on individualized assignments on computers, students working in intentionally designed small groups, and/or students getting individualized or small group direct instruction. The role of the teacher in preparation for blended learning time is to review data generated from the blended learning platforms to intentionally group students, assign rotations and predict the support he/she will need to provide to different groups. While students are engaging in blended learning, the teacher is rotating between groups providing a combination of individualized support to students, facilitating small groups, and providing small group instruction. After blended learning time is over, teachers will use data generated from these programs to more finely tune individualized support for students and instruction in other parts of the day. Blended learning is used differently in different grades:

- Students in **grades K-5** will engage in blended learning for ~20-25% of the school-day. Blended learning will be used to reinforce foundational Literacy and Math concepts by allowing students to engage in personalized learning tailored to their skill level. Therefore, online blended learning content will be used during the Literacy and Math blocks of the bell schedule each day. (See *Section 1.8* for the full bell

schedule.) The school will likely use iReady curriculum for grades K-5 but is still in the process of vetting options.

- Blended learning will be used in **grades 6-8** in math and ELA intervention courses to adapt content more specifically to the wide range of student skill levels. iReady curriculum will be used in grades 6-8 for blended learning.

Blended learning will support student learning and help close achievement gaps because content and groupings will be specifically targeted to each student's individual skill level and content will adapt as they go to continuously provide the right amount of challenge. It will also help students build strong technology skills from an early age, a skill that is essential to success in today's world. As a result, the individualized learning time enabled by a blended learning platform aligns to the school's mission in that it enables students to advance at their own pace and take ownership over their own learning, which will ultimately set the foundation to prepare them for college, leadership and life. GDPST currently uses the iReady blended learning platform, which has proven to be successful in achieving these goals.

Creating a College-Going Culture

Green Dot Charter K-8 will expose students to the idea of college early and strive to create a college-for-certain culture starting in Kindergarten as described in *Section 1.10B-C*. Students will receive ongoing academic counseling at all grade levels from counselors.

Eliminating Barriers to Instruction

GDPST strives to breakdown the various barriers students face, academically, socially, and emotionally in the following ways:

1. To address emotional barriers, the school will provide a menu of wrap-around services: mental health supports and psychological services; counseling groups; mentoring programs; and links to community partners for health and wellness programs.
2. To address family and community barriers, the school will engage families in their child's education through Parent Academy workshops, parent-teacher conferences, etc. (See *Section 1.12B*).
3. To address academic barriers, students will have access to differentiated learning opportunities so that they each have a completely unique learning experiences that best meets their individual needs and learning styles. This will help drive academic achievement for all students to help close achievement gaps. Teachers will provide quarterly benchmark exams and interim assessments in core content areas to monitor their students' progress as described in *Section 1.7*.

Green Dot Charter K-8 will identify the barriers that students are facing and match students with supports using the Response to Instruction and Intervention (RTI) process. The school will conduct an analysis of results on standardized tests and interim assessments, student behavioral data, attendance data, and classroom progress reports. It will use this data to identify students that need support and pinpoint the RTI supports that they should receive.

The process starts with RTI Tier 1. In Tier 1, school-wide interventions are provided to all students. 80% of students are expected to be successful here. Examples of Tier 1 supports include:

- *Academics support examples:*
 - In all classrooms: Teachers will differentiate within the classroom. Data will be used to inform groupings, instructional strategies and scaffolds. This flexible grouping will enable students requiring intervention or those with advanced abilities to receive suitably challenging instruction.

Teachers will use an appropriate mix of direct instruction, pull out instruction, cooperative learning and individual student practice for all lessons.

- Additional support in Grades K-5: Blended learning time in Math and Literacy provides students an opportunity to work on content tailored to their current skill level.
- Additional support in Grades 6-8: Starting in 6th grade, teachers will hold office hours twice a week before or after school to provide additional support.
- *Behavior support examples:*
 - Emphasized more in Grades K-5: explicitly teaching expectations to all students, positively reinforcing good behavior
 - Emphasized more in Grades 6-8: implementation of the full Safe and Civil program

Moving to Tier 2, Green Dot Charter K-8's Grade Level Teams will meet and assess which students require additional support beyond this initial set of interventions. ~20% of students are typically identified to receive Tier 2 interventions. Once a student reaches Tier 2, Green Dot Charter K-8 will put together a Student Support Team (SST) of relevant individuals to monitor and support that student. Members of the SST can include administrators, teachers, counselors, parents, students as well as outside service providers, if applicable. The SST will review the student's cumulative file records to identify history and analyze various sources of data such as attendance, grades, standardized tests and other interim assessments, teacher reports, discipline referrals, teacher referrals and observations. Examples of Tier 2 interventions include:

- *Academic support examples:* Students who are not achieving a satisfactory grade within a particular class and/or need more support in a subject can attend tutoring, which will be offered every day after school through the after school program and will be run by a credentialed teacher.
- *Behavior support examples:* re-teaching expectations, referrals to community programs
 - *Emphasized more in grades K-5:* re-teaching expectations to a small group of students
 - *Emphasized more in grades 6-8:* smaller intervention classes, strategic pairings, student-student mediation, targeted Social/Emotional/Behavioral Skills Groups

Moving to Tier 3, for the highest need group of students (i.e., the top 5%) not responding to Tier 2 interventions, the SST evaluates 10-12 sources of data for students who progress to Tier 3 Interventions, and review this data every 4 weeks. This data includes, but is not limited to academic data in addition to teacher observation and classroom assessments. SSTs identify target issues after reviewing this data and develop a set of individualized interventions.

- *Academic support examples:*
 - Grades K-5:
 - Students requiring additional academic remediation will be placed into small groups of ~10 students or less of similar skill level across all classes in the same grade-level, and will work with one of the teachers on materials tailored to their needs during the Electives block. (The school schedule is described in Section 1.8.)
 - Multiple **summer enrichment** options will be customized for students who need additional support over the summer.
 - Grades 6-8:
 - Starting in 6th grades, students that test low in reading and math will take **intervention classes** in place of electives using a standards-aligned program, likely through Core Knowledge.
 - Multiple **summer school** options will be customized for students who need additional support over the summer.
- *Behavior support example:* Individual Behavior Support Plans and Family Therapy

If the SST finds that the student is not making progress within 4-6 weeks, then the SST will consider an outside referral or an assessment of the student for an IEP. At Tier 3, if the student is referred to and provided an Individualized Education Plan (IEP), this does not mean a discontinuation of the Tier 3 interventions. The student will remain in their current intervention programs/classes.

The RTI process is explained in further detail below:

RTI	Goals	Data <i>Examples</i>	Problem Solving Teams	Intervention <i>Examples and Suggestions</i>
Tier 1	Reduce new cases of difficult behavior Increase instructional time Affirm relationships between students and staff	Safe and Civil Dashboard Advisory Team Observations Assessment Data	Safe and Civil Committee Advisory Committee Grade Level Teams	Academic support examples <ul style="list-style-type: none"> • Flexible grouping in the classroom • Blended learning in Math and Literacy • Teacher Office Hours (starting in 6th grade) Behavior support examples <ul style="list-style-type: none"> • Consistent and Effective Advisory Programs • Safe and Civil Protocols/Programs • Essential 5 • CHAMPS • School Rules & Behavior • Expectations Are Explicitly Taught to ALL Students • All Students Regularly & consistently Acknowledged for Demonstrating Behavior Expectations • All Students Reliably Corrected When Behavior Expectations Are Not Demonstrated. • Positive Behavior Expectation Re- Taught & Reinforced Immediately • Parent Education and School participation • Teacher Office Hours (starting in 6th grade)
Tier 2	Determine why behavior is happening Reduce current cases Repair relationships	Safe and Civil Dashboard	Grade Level Teams Student Support Team	All of Tier 1 Plus: Academic Support Examples <ul style="list-style-type: none"> • Strategic Tutoring Behavior Support examples <ul style="list-style-type: none"> • Re-Teach Expectations • Connection Meetings • Student-Student Mediation • Student-Staff Mediation • Check-in / Check-out • Adult Mentoring • Peer Mentoring • Targeted Social/Emotional/Behavioral Skills Groups • Parent Academy training program • Community Agency Programs
Tier 3	Reduce complications, intensity and severity of current cases Re-build relationships	Functional Behavior Assessment	Grade Level Teams Student Support Team	All of Tier 1 and 2 Plus: Academic support examples <ul style="list-style-type: none"> • Small group support and/or pull-out intervention in grades K-5 • Intervention classes (starting in 6th grade) • Summer School and Summer Enrichment Behavior support examples <ul style="list-style-type: none"> • Individual Behavior Support Plans • Individualized Behavior Goals

				<ul style="list-style-type: none"> • Individualized Attendance Plans • Alternative to Suspension Programs • Functional Behavioral Assessments • Individual Therapy • Family Therapy • Community Agency Programs
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Promoting Leadership and Life Skills

Green Dot aims to provide students with a broad set of tools, behaviors and skills to prepare them for success in leadership and life. Green Dot Charter K-8 will embed mindset and character development skills into all subjects and will use time during the Advisory period to explicitly discuss character building, leadership and life topics including but not limited to:

- Developing their identity by understanding themselves and what makes them unique
- Acquiring different character development skills that will help them succeed and address the barriers to learning such as resiliency, focus and mindfulness
- Learning how to communicate their feelings with others
- Understanding how to productively channel energy and emotions to react to situations they may face
- Developing their understanding of basic leadership principles
- Develop their basic influence strategies and eventually applying these skills through service learning starting in 6th grade

In addition, Green Dot schools aim to provide leadership opportunities for students through after school and athletics programs. In grades 6-8, students have the opportunity to lead through student government, the student ambassador program, and the School Advisory Council (SAC). The student ambassador program allows students to represent the success of Green Dot's educational model during school events and tours with external stakeholders. Student ambassadors help guests and visitors understand the impact of a Green Dot education on students' lives and communities. The SAC provides input to the administrators about school policies and procedures. Participating students have an opportunity to directly impact the way funding is used at their school site, as well as various school policies.

External experiences for leadership development will be available to students through partnerships with community programs offering volunteer work and summer programs.

e) Basic learning environment

Green Dot Charter K-8 will have a classroom-based learning environment, similar to all of the other GDPST schools. Target student-teacher ratio in K-5 grades is 24:1. Students will be grouped in heterogeneous classrooms where all teachers will use differentiated instruction. In grades 6-8, target student-teacher ratio is 30:1. Students are also grouped into heterogeneous classes with differentiated instruction, but in addition, students are placed into separate intervention or honors classes as needed.

The primary difference in learning environment for Green Dot Charter K-8 relative to other GDPST schools is that students in grades K-5 will stay in one classroom with one teacher, other than for elective rotations. Starting in 6th grade, students will rotate between classrooms, like they do in all existing GDPST middle and high schools.

g) How our plans are well-suited for the targeted student population

GDPST's academic model has proven to be successful in serving middle and high school students living in high need communities because it addresses the needs of the whole child, sets high expectations for all students, and emphasizes differentiation for every student regardless of where they are academically and social-emotionally.

GDPST's academic model is successfully serving students specifically in the Whitehaven area through the two high schools it operates, so it knows the needs of the community and how to address them. See *Section 4.1* for further details on how this model has been successful at other GDPST schools in the past.

The adaptations Green Dot Charter K-8 will make to the Green Dot model, as described above, will ensure the model is well-suited to serve a K-5 population of students, because the school will focus more on providing a strong foundation in Math and Literacy early, focus on teaching methods that promote joy and a life-long love of learning, establish a college-for-certain mindset, and emphasize the development of character skills necessary to be successful in college, leadership and life.

d) Research supporting the Academic Plan

Green Dot Charter K-8's academic plan described above is derived from the following sources of research:

- Curriculum and Teacher Preparation:
 - **Instruction Partners**, an organization that works side-by-side with districts to improve the quality of instruction in core academics, is working in all GDPST schools to observe instructional practices and improve them through research-based practices. Instruction Partners also ensures that GDPST curriculum is aligned with Tennessee Academic Standards.
 - GDPST uses **EdReports.org** to identify standards-aligned curriculum that is rigorous and implementable.
 - GDPST uses practices from the **"Together Teacher" and "Together Leader" by Maia Heyck-Merlin** to create practices that support teachers in organizing and efficiently using their time.
- Instructional Technique:
 - **"Teach Like a Champion" by Doug Lemov** offers effective teaching techniques that have proven successful at Uncommon Schools. The techniques used at GDPST schools include No Opt Out, Right Is Right, Stretch It, Format Matters, Cold Call, Wait Time, Everybody Writes, Do Now, and SLANT.
 - Green Dot's College-Ready Teaching Framework (CRTF) rubric that outlines instructional practices and drives coaching, PD and evaluation was developed using the research-based components of instruction outlined in **Charlotte Danielson's (2011) research-based Framework for Teaching**
 - GDPST's teaching methods and instructional practices are also informed by
 - **"Teaching with the Brain in Mind" and "Teaching with Poverty in Mind" by Eric Jensen**
 - **"Mindset: The New Psychology of Success" by Carol Dweck**
 - **"Practice Perfect" by Doug Lemov**
- Classroom Environment:
 - GDPST uses practices outlined in the **"Safe and Civil Schools" series led by Randy Sprick** to help foster respect and responsibility in students in conflict resolution to improve overall school culture.
- Assessment and Learning:
 - GDPST's emphasis on using assessment data to drive instruction is founded in **"Understanding by Design" by Jay McTighe and Grant Wiggins**, which emphasizes "backward design", the practice of identifying the desired outcomes in order to design curriculum units, performance assessments and classroom instruction that will enable students to achieve these outcomes.

b, f) Instructional goals

Teachers must articulate instructional goals and objectives in each class. The learning objective must include both specific level of cognition and content, the learning objective must be aligned to and progress towards mastery of content standards, and teachers must have a secondary learning objectives that aligns to differentiated learning activities to meet the needs of individuals or subgroups of students.

Green Dot Charter K-8 will track school-wide progress on the academic goals outlined in *Section 1.1B*. These goals will be adapted each year based on network priorities and reviewed monthly in coaching sessions between the Executive Director and the Principal.

1.4 Academic Performance Standards

a) Goals

Green Dot Charter K-8's annual and long-term academic achievement goals are noted in *Section 1.1B*.

b) Goal setting, monitoring and revising

The Executive Director meets with school leaders at each school monthly to do a deep dive into their data. Data-dives start in July by setting priorities, goals and a strategic plan based on GDPST's org-wide priorities (as outlined in *Section 1.14*). Each month between August and November, they do a deep-dive focused on attendance, MAP/iReady data, or grades. At the conclusion of each session, the Executive Director and school leaders prioritize next steps and develop a plan to enact these next steps.

In December, they do an end of semester review including reviewing results from November site visits and discussing progress towards priorities and goals outlined in the strategic plan in July. They set next steps to improve where sufficient progress hasn't been made and revise goals as needed.

Each month between January and May, they once again deep-dive on MAP/iReady, attendance, grades or college matriculation for high schools. In June, they do an end of year review, reflecting once again on priorities and goals set in July and revised in December to monitor progress and discuss adjustments as needed.

As a continuation of the monthly data dives, the Executive Director coaches Principals at every GDPST school once per week for 90 minutes. During coaching, the Executive Director is in classrooms observing teaching and learning in the school. The majority of time during coaching is spent either a) observing classrooms, preparing the Principal for coaching for that teacher, and then role playing the coaching, or b) observing teachers in a department or grade level and co-planning strategic next steps with the Principal for that department to accelerate student learning.

c) Corrective action plans

If a school is unable to meet GDPST network, district, and/or state achievement expectations, the first step would be to use data to identify which aspects of the school model are the root cause. The School Level Dashboard containing data tracking progress against the goals noted in *Section 1.1B* would be used as the starting point to pinpoint the specific areas of challenge (e.g. student achievement, school culture, engaged parents, highly effective employees and/or effective school model). Additional data would then be gathered in the relevant areas through more detailed dashboards such as the Safe and Civil Dashboard or the Attendance Dashboard. In addition, a site visit would be conducted (although the school would have already been visited multiple times during weekly coaching from the Executive Director). The Executive Director would use the site visit to probe specific issues based on the data. At the start of the day, the Executive Director and Principal would align on the root cause issues. They would then observe professional development, attend a student focus group related to the root cause, attend a teacher focus group related to the root cause, and observe classrooms. At the conclusion, the Principal and the Executive Director would meet to review findings from the day and co-develop an intervention plan. For example, if there were challenges in math classrooms, additional math coaching support from the GDPST Regional Office might be provided. If there are behavioral challenges that are underlying all issues, the Executive Director or a designee might support the school in facilitating Safe and Civil Team Meetings and suggest periodic review and observations regarding priority strategies (such as effective use of CHAMPS, 3 to 1 ratio of interactions between teacher and

student and effective use of rituals and routines for classroom engagement). The school would work to show improvement within the year.

If the Executive Director does not observe growth in the school over the course of the year, they may reassess a staffing plan needed to shore up the school's strengths.

Lastly, if the school is stagnant and the other interventions have not proven successful, the Executive Director may assess if a leadership change is needed based on the data sources provided above.

d) Student attendance

As noted in the goals listed in *Section 1.1B*, Green Dot Charter K-8 will aim to achieve a 90% attendance rate. The school will ensure this high rate of student attendance using several strategies:

- **Emphasizing attendance at parent events:** The school will host family nights for parents and hold Parent Academy workshops where the importance of school attendance will be emphasized. The importance of attendance will also be emphasized when parents are present for student orientations over the summer.
- **Partnerships:** Green Dot Charter K-8 will partner with Communities in Schools (CIS) to create tailored systems to improve attendance based on student needs such as incentive programs, family meetings, and connection to resources like bus passes to remove barriers to school attendance.
- **Student Attendance Review Team (SART):** The school will have a Student Attendance Review Team (SART) whose role will be to work with families to support students in attending school by removing barriers and ensuring that students comply with compulsory education laws. SART will be used as both a prevention and intervention tool to address trancies, excessive tardies, and excessive absences. The SART's duties will include:
 - Reviewing school-wide attendance data
 - Creating prevention strategies to encourage consistent student attendance
 - Identifying students struggling to meet attendance expectations
 - Creating intervention plans for struggling students
 - Monitoring progress of students on contracts
 - Determining consequences for excessive absences, up to and including, loss of course credit or referral to the judicial system

The SART will consist of the Principal and designated classified and certified staff members. Members will be trained and understand the confidential nature of the SART. The student and parent/guardian experiencing attendance issues will be encouraged to participate in the SART process.

After three days of absence, the SART process will begin as explained in the table below.

Process for Addressing Excessive Absences:

Absences	Totals by Semester	Contract	Person(s) Responsible	Interventions/Consequences
Phase 1	3 Absences	Send Warning Letter	Office Staff	<ul style="list-style-type: none"> ● Parent phone call ● After school detention
Phase 2	5 Absences	Send 5 Day Notification Letter	Counselor	<ul style="list-style-type: none"> ● Parent conference ● Create Attendance Intervention plan
Phase 3	10 Absences	Send 10 Day Notification Letter	Counselor/Admin	<ul style="list-style-type: none"> ● Parent conference ● Student Contract created
Phase 4	20 Absences	Send 20 Day Notification Letter	Counselor/Admin	<ul style="list-style-type: none"> ● Student Contract reviewed ● Potential Loss of Course Credit ● Potential Referral to Judicial System

e, f) Student matriculation (promotion) and exit standards

All students are required to receive academic instruction and participate in the subject areas of English, Mathematics, Social Studies, and Science.

To be considered for promotion to the next grade level, each student must obtain sufficient academic credit in required courses during that school year in accord with Green Dot's grading scale. The school will implement a uniform grading system that aligns with state and district requirements. Grades will be reported on progress reports, report cards and transcripts as follows.

Elementary Grades (K-5)

Students receive a grade between 1-4 at the end of each quarter and a summative grade between 1-4 at the end of the year. Students scoring a 1 or 2 in any quarter will receive intervention support. Students who still have a grade of 2 or below by the end of the year may be required to pass Summer Enrichment to be promoted to the next grade level. Students who score a 3 or higher at the end of the year will be promoted.

Middle Grades (6 - 8)

GRADE	PERCENTAGE	GRADE POINT AVERAGE
A	93% - 100%	4.0 GPA Points
B	85% - 92%	3.0 GPA Points
C	75% - 84%	2.0 GPA Points
D	70% - 74%	1.0 GPA Points
F	0% - 69%	0 GPA Points

The grade of "I" (Incomplete) will only be given when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester or they become an "F."

Students who fail more than two courses per school year may not be promoted to the next grade level (i.e., that student may be retained in the same grade level for the following school year). Students who fail one or two courses in a school year may be required to pass Summer School to be promoted to the next grade level. Students who meet these requirements by the end of 8th grade will be "promoted" from the school and approved to attend high school.

In adherence with the Green Dot Attendance Policy, any student who misses more than 15 days in a semester may not earn credit. Green Dot administration reserves the right to review special circumstances and allow consideration to be given.

1.5 Phase-In/Turnaround Planning

Not applicable

1.6 High School Graduation and Postsecondary Readiness

Not applicable

1.7 Assessments

a) Primary interim assessments

All Green Dot Charter K-8 students will take the standardized tests mandated by the state of Tennessee. Green Dot has set achievement goals related to these state tests as outlined in *Section 1.1B*.

Green Dot Charter K-8 will use several other interim assessments to track individual student progress and provide opportunities for students to become accustomed to standardized testing:

- Students will take MAP assessments to measure Reading and Math growth at the beginning of each school year, in December and in May of every year. Individual annual student growth goals will be developed based on each student's beginning of the year performance. As outlined in *Section 1.1B*, Green Dot Charter K-8 will aim for 60% of students to achieve their growth goals.
- The school will use interim assessments designed by the curriculum providers the school will use (iReady assessments for example)
- The school may pilot ACT Aspire starting in 6th grade

All of these interim assessments will be aligned to Tennessee Academic Standards.

c) Building testing coordination

The Assistant Principals at Green Dot Charter K-8 will be in charge of testing coordination for the grades they oversee. They will be responsible for creating a coordinated testing plan, ensuring materials are secure, training staff on how to administer tests and ensure security, and communicating with parents and students about the importance of testing. A Curriculum Specialist from the Regional Office will support the Assistant Principals in testing coordination by serving as the liaison to the district and managing the ordering and collecting of materials. The Executive Director will support the designated Curriculum Specialist to ensure a strong testing plan is in place across the entire GDPST network.

b, d, e, f) Collecting data to measure and evaluate performance

Green Dot's knowledge-sharing platform, Connect, enables educators to access all of Green Dot's various data systems, including PowerSchool (student information), EADMS (assessment results) and Whetstone (calibrated PD resources). Green Dot's data warehouse is managed by the Green Dot Public Schools National (GDPSN) Information Technology and Knowledge Management Teams. Through the data warehouse, Green Dot is able to generate Tableau reports that provide comprehensive views of student enrollment, demographic and achievement data, enabling teachers and school leaders to spend more time garnering insight and developing action plans rather than searching for and aggregating the data on their own. Green Dot Charter K-8's data will be synced with the data warehouse on a frequent basis so that these functions are available to all GDPST teachers. The GDPST Regional Office will work with the GDPSN Knowledge Management Team to ensure that the Tableau reports are useful and applicable to Green Dot Charter K-8.

b, d, e) Using data to inform and improve instruction

Throughout the school year, Green Dot Charter K-8 will use the results of the various assessments above to help identify strengths and weaknesses at a school, grade, classroom, student and subgroup level. Data on all assessments will include comparisons over time to ensure the school can identify and address trends. At the end of every academic year, Green Dot Charter K-8 will use state tests as an external assessment to gauge student growth and achievement in comparison to students across the state.

The Green Dot Charter K-8 school leaders and the Executive Director will dive deep into student performance data

monthly to identify school-wide trends, classroom trends and individual student trends. They will use the School Level Dashboard, a report updated frequently tracking the school's progress towards its goals, aligned to those listed in *Section 1.1B*, along with other relevant Tableau reports as the basis of the discussion. If the school is not achieving success on any of these indicators, it would receive focused attention on improving those indicators. For instance, a school identified as needing support in School Achievement may receive additional coaching resources to support teaching effectiveness or the Executive Director may meet with the Principal twice a week instead of once to focus on implementing Green Dot's support pathways in Literacy, Math and Special Education. If necessary, a school may also receive additional Regional Office services such as a deeper dive analysis of assessment results or more intensive teacher coaching.

After monthly data dives, school leaders will work with their teachers to address trends in the data as follow:

- To address school-wide trends in the data (inclusive of sub-group or student cohort trends), school leaders will discuss findings with their Instructional Leadership Team (ILT) to identify PD opportunities for teachers. These topics will then be incorporated into bi-weekly school-site PD sessions and will include supporting teachers in reviewing data, sharing best practices and subsequently identifying ways to adjust instruction, strengthen student supports, and identify new supports to boost student achievement.
- To address individual student performance, school leaders will ensure the student is matched with appropriate supports through the RTI process described in *Section 1.3*.
- To address classroom performance, the school leaders and regional Curriculum Specialists will work with the identified teacher to implement strategies for performance improvement such as attending in-house workshops on issues including behavior management or data analysis, using peer collaboration on lesson planning, and utilizing a video library of best classroom practices.

For a more detailed explanation on how Green Dot Charter K-8 will use data to differentiate supports for students, see the description of the RTI process in *Section 1.3*. See *Section 1.9* for further detail on how the school will use data to inform instruction for special populations such as special education students and English Language Learners, including how a student's progress on interim assessments and state tests as well as data collected during the RTI process is used to adjust instruction and supports as needed.

g) Data-driven PD and supports

Data training for school administrators:

- The **Executive Director** will help school leaders understand their school's data, benchmark it against other Green Dot schools and share best practices and suggestions for improvement during monthly data dive coaching sessions
- The **GDPSN Knowledge Management Team** will provide PD for school leaders regarding accessing and using data via Tableau and Connect
- Additional training on analyzing and interpreting data will be provided as needed at **Admin Collaboration** days held every two months and during the summer **Administrators' Retreat** (see *Section 2.4* for additional detail on these PD opportunities)

Data training for teachers: During the school year, school leaders and the Instructional Leadership Team (ILT) will support teachers in learning to gather the appropriate data, interpret results and develop an action plan during some bi-weekly school-site PD sessions and in one-on-one coaching sessions as needed.

d) Reporting data to the school community

Students will be informed of progress regularly in conversations with teachers, advisors and guidance counselors. Parents are able to access student grades via PowerSchool. In addition, all GDPST schools hold parent-teacher

conferences where parents are informed about their student's achievement and contributions to the school community. School Advisory Councils, made up of students, parents and staff, will also reflect on school data at multiple points in the year.

1.8 School Calendar and Schedule

a) Annual academic calendar

See *Attachment A* for the 2019-2020 Annual Academic Calendar for all GDPST schools. A similar calendar will be created for school year 2020-21 that Green Dot Charter K-8 will follow the year it opens.

b) Link between academic calendar and academic program

The annual academic calendar ensures that students are in school for over 180 days to ensure they have significant time for learning. The annual calendar provides approximately 182-184 days of instruction, which is 2-4 more days than required by Tennessee law. Some of these additional days are early release days (also called Minimum Days). Minimum Days allow for 1) two parent-teacher conferences per year (one in the fall and one in the spring) so that families have an opportunity to be involved in their child's education and 2) final exams that give teachers interim data points that can be used to adjust instruction. Three weeks before the school year and 1-3 days throughout the school year are dedicated to staff professional development to ensure that students are receiving high quality instruction and support in school.

c, d) Structure and length of school day

The typical day for all students at Green Dot Charter K-8 will start with breakfast at 7:20AM, instruction starting at 8:00AM and instruction ending at 3:00PM. Optional after school programming will be offered from 3:15-5PM every day. Based on this schedule, excluding breakfast and optional after school programming, Green Dot Charter K-8 students will be in schools for 7 hours, exceeding the state requirement of a minimum school day of 6.5 hours.

All GDPST schools including Green Dot Charter K-8 will have six early dismissal minimum days for parent-teacher conferences and Finals. As per state regulations, the number of minimum days will not exceed 13 and will not exceed 3.5 hours in one week.

The school will have different bell schedules for grades K-5 and 6-8. All students will have the same schedule every day. A sample bell schedule for each grade span is shown below.

K-5 Sample Bell Schedule	6-8 Sample Bell Schedule
7:20-7:50AM: Breakfast	7:20-7:50AM: Breakfast
8:00-8:30AM: Advisory	8:00-8:55AM: Advisory
8:30-10:30AM: Literacy Block	8:58-9:50AM: Period 1
10:30-11:15AM: Science	9:53-10:45AM: Period 2
11:15-12:00PM: Recess & Lunch	10:48-11:40AM: Period 3
12:00-12:45PM: Social Studies	11:43-12:13PM: Lunch
12:45-2:15PM: Math Block	12:16-1:08PM: Period 4
2:15-3:00PM: Electives	1:11-2:03PM: Period 5
	2:05-3:00PM: Period 6
3:00PM: Dismissal	3:00PM: Dismissal
3:15-5:00PM: Optional After School Program	3:15-5:00PM: Optional After School Program

The order of Period 3, Period 4 and Lunch will vary so that there are 3 separate lunch times.

- In grades K-5, students will spend ~300 minutes per day in core subjects including Literacy, Science, Social Studies and Math (25 hours per week). They will spend ~45 minutes in electives per day and 30 minutes in Advisory.
- In grades 6-8, students will spend 55 minutes in Advisory and:
 - Students who are on track in both Literacy and Math will spend ~200 minutes per day in core subjects (~15 hours per week) and will take 2 electives that each last ~50 minutes
 - Students who require intervention in either Literacy or Math will spend ~250 minutes per day in core subjects including one intervention class (~20 hours per week) and will take 1 elective that lasts ~50 minutes
 - Students who require intervention in both Literacy and Math will spend ~300 minutes per day in core subjects including two intervention class (~25 hours per week) and will not take electives

The GDPST Executive Director and school leaders will work together to determine the final bell schedule that best meets the needs of Green Dot Charter K-8, affording students and teachers the time to do developmentally appropriate in-depth studies, projects, experiments, etc. on a daily basis. The school may adapt the calendar and schedule once the facility and the district calendar are finalized (to accommodate families who may have siblings in District schools).

d) How the schedule will be optimal for student learning

The elementary grade bell schedule optimizes learning for students in grades K-5 in several ways:

- Each day starts with Advisory, where students can focus on character building skills and get in the right mindset for the rest of the day.
- Students get 90-120 minutes of focused time in the basics of both Literacy and Math to make sure they build a strong foundation early. The extended amount of time in literacy will allow teachers to conduct deep reading workshops, decoding, phonics, Read Aloud & Writer's Workshops, etc. The extended time in Math will allow teachers to include practice time and rotations.
- The day is broken up with recess and lunch to allow students to release their energy so they can better focus in class.

- Students are exposed to electives such as PE, Visual Art, Music, Technology and Theater while still having time for deep engagement in core subjects. Students also have the opportunity for extra enrichment through after school programs at the end of the day.
- Interventions are embedded within the school day as needed and personalized to the student.

The middle grade bell schedule optimizes learning for 6-8 grade students in these ways:

- As with the K-5 bell schedule, each day starts with Advisory to get students in the right mindset for the rest of the day.
- Each period is ~50 minutes in length to ensure that students get enough time with every subject each day without losing concentration.
- Students have the same schedule every day to ease the transition from staying in one classroom all day in 5th grade to moving between classes in 6th grade.
- Students are placed in one of three different lunches to make supervision more effective.
- Students are double-blocked in Math and English intervention classes as needed. Students who don't need extra intervention can pick 1-2 elective classes instead. Students can also place into Honors classes.
- Students have the opportunity for extra enrichment through after school programs at the end of the day.

e) Typical school day

A Day in the Life of a Green Dot Charter K-8 Kindergarten Student

Time	Activity
7:20–7:50	I arrive at school and my Principal, Mr. Booker, says hi to me as I walk in. I head to the cafeteria to have breakfast. I walk to my classroom 5 minutes before class starts. Ms. Smith says hi to me as I put my homework in the bin and put my backpack away. I practice my sight words until class starts.
8:00-8:30	We always start the day with Advisory. I like Advisory because we always start with a Community Circle and I get to talk when I have the Talking Piece. We usually also play fun games and learn that they are actually helping us build character strengths like resilience! Each day, we do a breathing exercise to help us focus our attention and energy for the day.
8:30-10:30	After Advisory we have Literacy Block. I really like when we talk about Phonics. We get to sound out new words we haven't seen before. Sometimes two words are spelled similarly so it's fun to figure out how they sound different. Sometimes we do reading workshops where I get to pick the book that I read with my partner. In the second half of the class, we get to work on Chromebooks and I always get my own special questions to work on. I like when I get to play games about rhyming words.
10:30-11:15	Next, I have Science. Science is fun because I get to explore how things work and how the world around us works. Ms. Smith helps our groups with projects we started yesterday on looking at different kinds of materials and figuring out what they are. I love the days where we work in the garden.
11:15-12:00	At 11:15 we get to go to recess! I love playing outside on the swings and playing freeze tag with my friends. After recess, I go back inside and sit with my friends for lunch.
12:00-12:45	After lunch we have Social Studies. This week we created a map of Tennessee and learned that Tennessee borders 8 other states.
12:45-2:15	Now it's time for Math Block. Ms. Smith usually has us review problems from yesterday and answer a challenge problem of the day. I love the challenge problem because sometimes my friends solve it differently even though we both get the same answer. We then have to explain to a partner how we solved the problem. Once we solve the challenge problem, we work on solving more problems like it in different stations. I like the station where we get to cut

	out shapes and name them. For half the block, we get to work on Chromebooks again. I am trying to finish two levels today so I can beat my score from yesterday!
2:15-3:00	My last part of the day is electives. Every day I get to go to a different class to do PE, Visual Art, Music, Technology or Theater. Art is my favorite because I like painting.
3:15-5:00	The bell rings and school is over! I still get to stay longer though because my mom can't come and pick me up from work until 5. There are a lot of different things I get to do after school but today I'm going to do some reading because I want to finish the book I started in our reading workshop.

A Day in the Life of a Green Dot Charter K-8 Kindergarten Teacher

Time	Activity
7:20–7:50	We have grade level collaboration to start the day. I'm excited to work with my Kindergarten team. We jump in by celebrating some successes and then use the data to hone in on a set of struggling Kindergarten students. Using our RTI protocol, we start to problem solve and brainstorm ways to tweak our approach to better support these students. We'll reassess in a couple of weeks.
8:00-8:30	Mr. Booker, our Principal, has called a special morning assembly. After greeting each of my students as they enter the room, reminding them of the morning procedure, and leading a few enthusiastic college cheers, I quickly grab the college banner for our class and line my students up to head to the assembly. At the end of the assembly, two of my students are recognized for exemplifying one of our school core values of "Respect for others and the community". They will get a free dress day on Friday. I'm so proud of them!
8:30-10:30	We start off our day with a Literacy Block. I get the students started on a writing exercise focused on upper case letters. We wrap up the session with students working on their Chromebooks in small groups. They are all working on slightly different topics tailored to their needs, but many of them are currently working on grammar and when to capitalize letters.
10:30-11:15	Next up is Science. I go over step-by-step details for an "experiment" I have setup where students will use their five senses to make scientific findings about different plants and animals.
11:15-12:00	I eat in the staff lounge and chat with other teachers on strategies to improve rigor in our classrooms. I quickly scan News From the Dot - TN. It's fun to see Ms. Maguire celebrated. Her students' comments are spot on. She's a great teacher and I love popping into her classroom across the hall. I mark the Health Fair on my calendar for an upcoming Saturday. I head back a few minutes early to set up for class. Mike, a student who had struggled in Math in the early months, comes into my classroom a few minutes early to ask for help on last night's homework.
12:00-12:45	After resetting on classroom procedures post-lunch with my students, I get ready for Social Studies. We have been reading a story about Martin Luther King Jr. because Martin Luther King Day just passed. After discussing some questions to check for understanding, the students will work on sequencing events that we read about in chronological order.
12:45-2:15	My Math Block starts at 12:45. I put several problems on the board and have small groups work on them. When I see groups become stuck, I come over to assist them. In the second half of the class, I transition into Blended Learning instruction. I have some of my higher performing students working together in small groups on a problem set I developed, a set of students who need focused help on addition doing small group instruction with me, and the remaining students working on a personalized math game. I switch the groups after about 20 minutes and circulate between the groups frequently to provide support as needed. Before the class ends, I review the homework assignment for tomorrow.
2:15-3:00	While my students are at electives, I get my planning period. I review this week's formative assessments and adjust my weekly plan based on the data. Ms. Hong, my Curriculum Specialist,

	stops by to debrief my Literacy Block lesson from yesterday. Her feedback on my questioning strategies is really helpful as I think about how to get more students to engage in my Literacy Block tomorrow.
3:00-5:00	The bell rings and school is over. I pop into my colleague's classroom to say hi and end up helping her display writing samples on the wall. Around 5:00pm, I pack up. This evening, I'll review my lesson plans for the week, focusing on what teaching strategies I'll use to bring them to life.

f) Proposed curricular or extra-curricular activities

After school enrichment is central to an effective education. Once the school is at full capacity, it will offer a variety of activities, free of charge to all students, starting as soon as school ends each day and lasting until 5PM. Boys' and girls' sports will be offered starting in 6th grade.

Green Dot Charter K-8 has funds for athletics allocated in the budget. To fund additional after school programming, Green Dot Charter K-8 will apply for the 21st Century Grant that currently supports after school programs at other GDPST schools. Some form of after class programming will be offered for all grades regardless of whether the 21st Century Grant is secured, but offerings will vary in scope based on funding. Funding-dependent, activities could include:

- Academically oriented clubs such as reading club, math club, Code Crew, etc.
- Other activities based on student interest that may include, but would not be limited to, backpacking trips, ropes courses, debating teams, chess club and other student-initiated activities.

Green Dot Charter K-8 will likely offer a smaller number of clubs, sports and activities in the school's first year of operation but will expand programs in subsequent years based on student interest and funding.

g) Summer school or Saturday school

Green Dot Charter K-8 will hold three types of orientations for students over the summer:

1. **Kindergarten Orientation:** All new students registering at Green Dot Charter K-8 to start in Kindergarten will be brought together on the campus during the summer for an introduction to the culture of high expectations. The orientation will last for two days and run from 8am-12pm. The orientation will be designed to introduce students to what it is like to be in a school environment for a full day, particularly for those who were not in pre-K or TK programs. It will provide an opportunity for students to meet their teachers, understand their schedule, learn about their uniforms, learn about the school, and start getting to know each other. Parents will be invited to the first hour of session each day to bond with their student, learn about expectations, go over parent procedures, understand the uniform policy, and learn about the importance of attendance.
2. **Summer Bridge:** All students entering 6th grade will attend Summer Bridge. Summer Bridge will last for two weeks and run from 8am-12pm. The purpose of Summer Bridge is to introduce students to 6th grade and how expectations and structure will be different from earlier grades. During Summer Bridge, students will meet with their future teachers, attend classes and take initial placement exams. Parents will be invited to a half day orientation during this two-week period.
3. **Extended New Student Orientation:** All students entering Green Dot Charter K-8 at any grade other than K or 6 will attend this orientation. The orientation will last for one full day, with parents invited to attend the first half. During the orientation, students meet with their future teacher and attend classes. Together with their parents, they learn about school expectations, uniforms, school culture, etc. *(For students who enroll mid-year, the Advisory class serves to integrate them into the Green Dot culture. In addition, prior to starting students shadow another student for a day, meet with a counselor and then do a half day orientation.)*

All of these orientations will be staffed by existing teachers at the school who receive a stipend for taking on this additional leadership opportunity. (In the first year, teachers who are hired early will be given the opportunity.) All students are expected to participate but there are no consequences if a student is unable to participate.

Parents are notified of Kindergarten Orientation and Extended New Student Orientation when they receive their student's enrollment packet. Summer Bridge and other supplemental programs are communicated to parents through flyers from their students, the Parent Academy, school newsletters, and automated calls through Blackboard.

In addition to orientations, multiple options for Summer School (grades 6-8) and Summer Enrichment (grades K-5) will be customized to meet the needs of students requiring academic remediation. Summer School and Summer Enrichment will be mandatory for students identified as requiring academic intervention.

No Saturday School will be offered.

1.9 Special Populations and At-Risk Students

a, d, g, i) Serving at-risk students

To identify and meet the learning needs of at-risk students, Green Dot starts with the Response to Intervention (RTI) approach using data to identify areas of challenge early and problem solving to identify a portfolio of tailored academic as well as non-academic supports to promote high achievement. See *Section 1.3* for additional detail.

The RTI process is supplemented and tailored for special education students, English Language Learners, and gifted students as described in detail below.

b) Experience working with special populations

The Founding Team has extensive experience in special education and with serving special populations. Executive Director, Megan Quaile, has been working in education for over 20 years. In this time, she has worked with multiple transformation schools with special education populations nearing 20% of students in Los Angeles and Memphis. Director of Student Support Services, Lameika Pegues, worked as a Special Education Teacher in the Oxford, Mississippi School District for 7 years and as an Assistant Special Education Supervisor for almost 4 years.

Both Quaile and Pegues have been working with students exhibiting the full spectrum of special education needs at Fairley High School, Hillcrest High School, Bluff City High School, Wooddale Middle School, and Kirby Middle School in Memphis over the past five years.

c) Staffing plans

Green Dot Charter K-8 will have the following staff dedicated to special needs populations:

- 1 SPED teacher per grade
- 1 Functional Skills teacher and 1 Functional Skills Instructional Aid for grades K-5
- 1 Functional Skills teacher and 1 Functional Skills Instructional Aid for grades 6-8
- 2 Instructional Aides for grades 6-8 who support SPED students in both Special Education and General Ed classrooms
- An ELL teacher supporting Green Dot Charter K-8 along with other GDPST schools
- *In Kindergarten and first grades, 6 Instructional Aides in each grade will support all students and will provide supplementary special education support as needed*

In Year 1, the school will have 4 special education staff: 1 SPED teacher for Kindergarten, 1 SPED teacher for 6th grade, 1 Functional Skills middle school teacher and 1 Functional Skills middle school instructional assistant. All special education students will be fully supported in Year 1 of the school though a self-contained full inclusion setting will only be provided for middle school initially.

In addition, the school will have access to network-level supports that include a Behavior Specialist and a Special Education Program Administrator (SEPA) as well as a contracted School Psychologist. All personnel who provide support services to students will meet all required licensure and/or certification requirements pertaining to their area of service.

The school-site staff dedicated to special populations, the network-level supports and school leaders will provide professional development to all teachers on how to serve and support special populations. For example, quarterly, during school-site PD, all teachers will be given PD on instructional strategies for teaching English language learners in their appropriate content areas. See *Section 2.5C* for further detail.

Finally, Green Dot Charter K-8 will work with a number of community partners to provide students with additional services. LeBonheur Community Services will provide speech services, occupational therapy, and physical therapy for students whose IEP indicates the need for these supports. Youth Villages will provide individual, group, and wrap around services for students who need counseling services. Additional in school support will be provided by Communities in Schools. For any student with a low incidence disability whose unique needs require a specialized setting or services which can't be provided at the school or other GDPST schools, the school will work out quality agreements with SCS or another provider to deliver the required services.

Staffing at the school-level, staffing at the network level, and partnerships will be adjusted if the needs of enrolled students indicate a higher level of support required.

a, d, e) Serving special education students

Green Dot Charter K-8 will comply with all provisions of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974 and the Americans with Disabilities Act of 1990, Title II. Green Dot Charter K-8 will also comply with all Tennessee statutes and regulations.

Process for Identifying Students with Special Needs and Avoiding Misidentification and Over identification: Green Dot Charter K-8 will use several processes to identify students with special needs:

- The school will following child-find procedures.
- If a child enrolls at Green Dot Charter K-8 and had an IEP at his/her previous school, Green Dot Charter K-8 will submit a record request to the previous school to obtain a copy of the IEP.
- As described in *Section 1.3*, the Student Support Team (SST) evaluates 10-12 sources of data for students who progress to RTI Tier 3 every 4 weeks. If the SST finds that the student is not making progress within 4-6 weeks, then the SST will consider an outside referral or an assessment of the student for an IEP. The Response to Intervention process will ensure that the school does everything it can before considering a SPED designation for a student to avoid over-identification.

These students will be assessed for special education needs and the School Psychologist working with Green Dot Charter K-8 will ensure the appropriate experts are included in assessing student cases to avoid misidentification.

Supports for Special Needs Students:

Identifying the right supports: Once it has been determined that a student qualifies for SPED and/or related services, the IEP Team, will meet to discuss the identified areas of need. The team will collaborate to create an IEP for the student that includes strengths, weaknesses, measurable annual learning goals and behavioral goals that may include the development of a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) for students with identified difficulties in behavior. Green Dot Charter K-8 will provide appropriate personnel, including SPED and related service personnel, with copies of the IEP and training in using special education strategies.

Students who are ineligible for an IEP but still require some assistance to be able to participate fully in school may be candidates for a 504 plan. Green Dot will ensure that, in accordance with Section 504, the student has equal access to an education and there are no barriers to participation in the activities of school. A school 504 team, composed of school staff and professionals, will screen all referrals to determine whether evaluation is needed and whether or not a student is found eligible for services under Section 504. The assessment report will include the child's educational performance including instructional strengths and weaknesses. This report will also include a summary of standardized test data, attendance information and samples of classroom performance. Other information may be used where appropriate, such as results of medical, psychological, speech/language, physical therapy (PT), occupational therapy (OT), developmental, and vision and hearing evaluations. Once a 504 Plan is determined necessary, the student may receive accommodations and modifications in the 504 Plan to ensure success in the general education.

Instructional Programs and Practices: In accordance with the child find requirements under IDEA, Green Dot Charter K-8 will use a Student Support Team (SST) and the RTI model to ensure students receive high-quality instruction matched to their needs. Data collected by the SST including academic state test/interim tests results and behavior data through the RTI process will be used to push students' performance. Green Dot will provide all students, including students with disabilities, with access to the general academic curriculum as well as all other educational programs and services provided for other students. When students are included within the general education classroom environment, they are provided the accommodations, modifications, supports and resources necessary to be educated in the least restrictive environment (LRE), unless the IEP requires otherwise. Non-academic services and extracurricular activities will be provided in a manner that ensures an equal opportunity for participation by students with disabilities.

Green Dot Charter K-8 will offer a full range of educational support services for students who require special education services. The service model will include students who receive their education in a full inclusion setting, modified setting (partial inclusion less than 50% of the school day), and functional skills (inclusion less than 75% of the school day) with these students participating in adaptive PE and electives. Whenever a student's IEP determines that he/she be educated outside the general education environment, every effort will be made to ensure it would be the LRE and that all supports, accommodations or resources have been tried.

All students identified receiving special education will receive accommodations/modifications identified in his/her IEP. Special Day Programs, moderate to severe, provide students with instruction on the Alternate Curriculum focusing on functional skills. Students will receive direct instruction in specialized self-contained classes focusing on functional skills and consultative support for elective classes in general education. Lesson plans will reflect modified instructional strategies to support students with learning functional skills and applying the skills in real life contexts. Transition services will be provided by special education teachers and integrated into all periods of instruction by focusing on functional skills instruction, transition planning and building on student interests and skills.

Special education teachers will provide inclusion class services using the co-teaching service model. In September of each year, special education teachers and their identified general education co-teacher(s) will participate in co-

teaching professional development. In the co-teaching model, the general and special educators share responsibility for planning, delivery and evaluation of instruction for a heterogeneous group of students. The special education teacher and general education teacher will jointly co-plan lessons, deliver instruction through a variety of co-teaching models, develop and implement clear responsibilities, reflect and adjust jointly, and share responsibility and accountability. The general education teacher will act as the content matter expert and present the lesson while the special education teacher will be the expert in differentiation and accommodations. The special education teacher will circulate to provide individual assistance, prompting and re-direction. The special education teacher will watch how students are responding to the instruction and plan ways to address students who are not responding. Teachers will make joint decisions regarding instructional routines, organizational routines, behavior management and grading and testing.

Monitoring and Evaluating Progress of Special Education Students: In addition to using data from the RTI process, state test data, and interim test results to push student's academic performance and continually adapt instruction, each special education student's progress towards his/her IEP goals will be monitored regularly in accordance with IDEA, with the objective of placement in the LRE. Every three years, students will be re-evaluated to determine if they remain eligible to continue to receive special education services. Should the time come when a student is able to change designations, Green Dot Charter K-8 will undertake the appropriate processes to communicate with all key stakeholders and ensure the student is prepared for a successful transition. Parents will also be provided reports of progress within the school quarterly progress reporting system, as well as within the annual IEP review.

a, d, f) Serving English Learners

Green Dot Charter K-8 will serve English Language Learners (ELLs) based on the U.S. Department of Education's six steps of progression through an ELL program.

1. **Enrollment:** Green Dot will not discriminate based on English language proficiency or immigration status. The enrollment form will not request a social security number. All communication with families will be in a language they understand.
2. **Identification:** The identification process for every student will include a Home Language Survey (included in the registration packet for all students) that will serve to identify all students' primary or home language as well as a family's potential need for interpretation or translation. The office staff will check all Home Language Surveys and provide the list of student requiring assessment to the ELL teacher.
3. **Assessing Students' Language Proficiency:** The ELL teacher will assess students within the first 30 days of school using the W-APT and annually thereafter during the state-established testing window until the student is re-designated as fluent English proficient. The ELL teacher will meet with guardians of all students identified as having a primary or home language other than English to discuss the results of the assessment and the educational plan the school will follow to support their child's educational needs. During this process, the school will be able to assess if there is misidentification.
4. **Placement and Services:** Using the results of the W-APT, Green Dot Charter K-8 will determine services. Green Dot will use a number of bilingual teaching strategies in addition to its core program, including Specially Designed Academic Instruction in English (SDAIE). On a bimonthly basis, the ELL Teacher will meet with both classroom teachers and grade level teams to assess the progress of ELL students. They will all discuss the student's progress on data collected through the RTI process, interim assessments and state tests and adjust instruction and supports as needed. The ELL teacher will be responsible for monitoring the assessment of ELL students, reevaluating services and communicating with ELL students' families on a quarterly basis about their children's progress.
5. **Staffing and resources:** Described in further detail in the staffing section above.
6. **Monitoring and Transition/Exiting ELL Support:** The progress of ELL students towards proficiency will be assessed annually using the WIDA Access Assessment in the Spring. Results will be used to determine

whether each ELL student has made progress in the acquisition of English language as well as determine which students are no longer considered ELLs. The WIDA Access results will be used to regularly assess a student's ELL designation and ongoing need for any extra language support. Once a student gains sufficient proficiency in English, he/she will be re-classified and will no longer participate in extra language support programs. The ELL teacher and the classroom teachers will continue to monitor the student's progress for an additional two years.

a, d, h) Serving gifted students: During November of each year, universal gifted screening will be conducted. Students identified by the screener will be referred to the School Psychologist for a comprehensive assessment for gifted services, resulting in an Individualized Education Plan (IEP) outlining their needs as a gifted student. Students who qualify will be served by a certified teacher for the Gifted. Identified students will be served as outlined in the TDOE Gifted Manual. As with special education students with an IEP, progress of gifted students towards their IEP goals will be monitored regularly and every three years, students will be re-evaluated to ensure they continue receiving the supports they need.

1.10 School Culture and Discipline

a) Student handbook

Please see *Attachment B* for the 2018-2019 Student Policy Manual. The Student Policy Manual is reviewed on an annual basis. Green Dot Charter K-8 students and families will be provided a copy of the latest version of this manual at the time the school opens.

b, c) Creating, implementing and sustaining the desired school culture

Green Dot Charter K-8 will emphasize a school culture that is high care, high structure, sets high expectations promoting college for certain, and is focused on character building and values. The Advisory period provides a structured time every day for students and teachers to explicitly build this culture through:

- Community building activities such as Community Circles to build a high care environment
- Time to focus on foundational academic habits, such as developing SMART goals and tracking progress, to build a high care environment
- Time to build college awareness and commitment to college to set high expectations and promote a college for certain culture
- Time to directly discuss and build character development skills such as resiliency

In addition to the Advisory period, Green Dot Charter K-8 will build culture in the following ways:

- To build a high care environment in all grades, Green Dot Charter K-8 will be a place where every adult on campus will establish nurturing relationships with students that promote joy and instill a love of learning. On campus, school leaders and teachers will know students not only by name but as individuals with unique feelings and personal traits. The school will have a ~12:1 student to adult ratio to ensure this high level of personal care and involvement.
- To build a high structure environment, teachers will support students in establishing foundational academic habits by setting clear, consistent expectations across all classes. For example, all students will have their homework written in their planner at the end of every school day. Similarly, teachers will set clear behavior expectations for students throughout the day (e.g. at arrival, during lunch, transitioning between class). For example, at breakfast, students are expected to clean up trash without being reminded and talk at a voice level 1. Students will also wear uniforms, but will have access to free dress days and other awards based on demonstrations of positive behavior.

- To set high expectations and promote college for certain, the college-going culture at Green Dot Charter K-8 will be evident to students as soon as they step on campus. Classrooms in grades K-5 will be named after a college. They will participate in college cheers and have a college banner that represents their class at assemblies. Students in every grade will be greeted by pennants above each classroom stating that the “Road to College Starts Here”. Teachers and administrators will proudly share their college-going experiences, diplomas and challenges. Starting in 4th grade, students will go on college tours. They will be supported in joining summer programs and will discuss their options for high school, including continuing at a GDPST High School, in 7th and 8th grades. Green Dot Charter K-8 students will also promote and exemplify Green Dot’s core values, which will be displayed prominently around the school campus. The core values - An Unwavering Belief in all Students’ Potential, Passion for Excellence, Personal Responsibility, Respect for Others and the Community, and All Stakeholders Are Critical in the Education Process - will be adapted to resonate with elementary age students.
- To promote character building and values, character building will be embedded into instruction in all classes. Students will participate in weekly assemblies, held separately for K-2, 3-5 and 6-8 grades, where students and adults making positive choices will be celebrated. Figures in history who serve as strong, positive role models, such as Gandhi and Martin Luther King, Jr., will be displayed on posters across the school to reiterate the values and character traits that lead to success.

Teachers are held accountable to executing these aspects of culture, as it is a component of their evaluation (CRTF Domain 2: The Classroom Learning Environment) as described in Section 2.4.

All new students registering at the school will be brought together during the summer for orientations (and mid-year orientations will be available for those enrolling mid-year) that will include an initial introduction to the culture. See *Section 1.8G* for a description of all orientation programs. Throughout the year, culture will be sustained through weekly assemblies, held separately for K-2, 3-5 and 6-8 grades, the advisory period and parent events.

At the beginning of the year, cultural expectations will be covered in the portions of orientation where parents are in attendance. To support and enforce school cultural expectations throughout the year, teachers and administrators will engage with families through a variety of activities including parent-teacher conferences, Coffee with the Principal, Family Reading Nights and Parent Academies.

Culture will be monitored by administrators through check-ins with the Advisory Lead to ensure that the Advisory program is building and sustaining the desired culture. Curriculum will be adjusted as needed. In addition, the administrators (with support for the Executive Director during weekly coaching sessions and monthly data deep-dives) will review data related to culture (attendance, stakeholder survey data) to ensure that students are not only meeting, but exceeding expectations. Re-setting of norms during weekly assemblies, parent events, and in advisory will be executed as needed based on data reviews.

d) School culture for all students

Green Dot’s college-going culture is intended to instill in all students an unwavering belief that they can and will go to and through college and be successful in life. Green Dot believes that with the right supports, high expectations and college-going attitude, all students can and will succeed in school and become life-long learners, including students with disabilities, SPED students, and ELL students. Green Dot’s tight-knit school community and staff commitment to a shared responsibility for learning contributes to an inclusive environment where every child is noticed. Caring teachers and culturally responsive classrooms will positively impact student achievement and help students develop the resilience and self-confidence to succeed in spite of pervasive risk-factors. The school psychologist that supports

Green Dot Charter K-8 will monitor school culture to ensure it takes into account and serves students with special needs.

e, g) School discipline philosophy and supporting practices

Green Dot Charter K-8's approach to discipline is aligned to the broader Green Dot policy, as it seeks to serve the needs of younger students. The discipline philosophy includes:

- Starting with promoting positive behavior
- Providing behavior supports through the RTI process described in Section 1.3, using data to determine what Tier of supports students need
- Engaging parents as needed, particularly in the younger grades
- Focusing on restorative practices when behavior expectations are not met and age-appropriate consequences as needed

In practice, this means:

1. Explicitly setting expectations for behavior (e.g. post 3-5 positive classroom expectations) and setting clear classroom routines (e.g. in grades K-5, having arrival, dismissal, and transition routines as well as routines on how to get help; in grades 6-8, having routines on how to turn in work, hand out materials and make-up missed work; in all grades setting up CHAMPS adapted with age-appropriate language at each grade-level to guide students on expectations for **conversation, help, activity, movement, participation and success**)
2. Consistently reinforcing what good behavior looks like by encouraging teachers to have a 3:1 ratio of interactions with every student – i.e., 3 positive interactions for every consequence and by encouraging active circulation of teachers in the classroom
3. Recognizing positive behavior as much as possible.
 - a. In class: teachers will use a “merit” system for celebrating positive behavior in the classroom (e.g. showing respect, reading out loud to the class) that results in prizes (school supplies, healthy snacks) and special privileges (front of the lunch line pass, discounted tickets to school events)
 - b. School-wide: Positive behavior will be recognized during weekly assemblies, held separately for K-2, 3-5 and 6-8 grades. There will also be school wide incentives on a weekly basis for free dress days, gym time during Advisory and other spirit / culture events.
4. Identifying when behavior expectations are not met through a de-merit system to allow for reflection and self-correction

When behavior expectations are not met, Green Dot's approach is based on the research and philosophy of Restorative Practice. Restorative Practice means that individuals who hurt the school community must make amends and give back to the community for their infraction. Therefore, students who violate Green Dot Charter K-8's Code of Conduct will often face a restorative consequence – an opportunity to give back to the community and repair relationships they have damaged. For example, if bullying is the infraction, facilitated conversations, a written apology note, and/or a behavior reflection assignment may result. The goal is that students always take responsibility and make amends.

The “giving back” does not necessarily replace punitive actions that may result from the infraction. In addition to restorative consequences, additional consequences are age appropriate and progressive in nature. While similar consequences may be used, the approach and specific language used will differ by age, and GDPST will spend the planning year building this out in more detail. They could include the following:

- **Mild Violations:** A mild behavior infraction is a minor misbehavior that does not impede the learning of others or only does so to a minimal extent. Some examples are minor uniform infractions or chewing gum.

Potential consequences for a mild violation may include verbal reprimand from the teacher or a short conference with the student after class.

- **Moderate Violations:** Moderate behavior infractions are misbehaviors that more persistently impede the learning of the student or their peers. Some examples include instigating a fight or continued disrespectful behavior. Potential consequences may include referral to a counselor or a parent conference.
- **Severe Violations:** Severe violations are misbehaviors and actions that are serious violations of the Code of Conduct, such as bullying or hitting a teacher. Potential consequences include suspension or referral to a Discipline Review Panel.

e) Protecting the rights of students with disabilities

In the case of a student who has an IEP or a student who has a 504 Plan, Green Dot Charter K-8 will ensure that it follows disciplinary procedures that comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973. See the Discipline Policy in *Attachment C* for further details. If approved, the Student Policy Manual will be updated to include this language.

e) Job description of individuals responsible for carrying out discipline policies

While all certificated staff are required to play a role in student discipline in order to maintain a positive school culture, the Principal, Assistant Principal and Campus Aides play a lead role. In Kindergarten, an Instructional Aide in each classroom will support the teacher in maintaining culture and discipline in the classroom.

Principals and Assistant Principals play a lead role in overseeing student discipline and attendance and are responsible for monitoring and tracking data, leading parental communication and managing school wide initiatives related to discipline. Principals are also responsible for crafting student discipline policies and coordinating and supervising the safety plan. Please see *Section 2.4* for the qualifications of the Principal and Assistant Principals.

Campus Aides ensure the safety and well-being of all students and staff at each school site. Primary responsibilities include: supervising and controlling of persons in and around campus buildings, facilities and areas adjacent to the school site, maintaining an orderly atmosphere, and assisting site staff in all necessary support activities. Essential duties and responsibilities in further detail include:

- Providing visibility, patrol, assistance and county emergency contacts for all staff, students, faculty and guests of the school site.
- Ensuring that school property is secure and locked when appropriate.
- Reporting all threats to health and safety, and incidents of misbehavior to the proper school authority.
- Providing safety escorts for student, staff, faculty and guests when requested.
- Providing general campus supervision before, during and after school, including but not limited to: classrooms, cafeteria, recreational and athletic areas. Providing off-hour on-call support as needed.
- Directing campus visitors to the appropriate parties and prevent unlawful loitering.
- Providing security for parking areas and supervise restroom and locker areas.
- Responding to all alarms, security situations, breaches, maintenance problems, and fire and building hazards. Documenting all events previously listed.
- Assisting local law enforcement and other emergency response staff as requested.
- Completing all documentation and reports as established by school site personnel.
- Serving as positive role model for students.
- Developing and maintaining effective working relationships with all stakeholders within the Green Dot network.

- Conducting home visits.
- Assisting with minor discipline issues.
- Arriving to work and any meetings or appointments in a timely manner and in uniform
- Maintaining professional standards and a school environment that is safe and secure for all students and staff.
- Participating in Green Dot and individual professional development programs.
- Participating in other events aimed at promoting or developing Green Dot and its schools (i.e. student recruitment).
- Other administrative duties and projects as assigned.

Campus Aides are required to be familiar with school site general policies, and knowledgeable about modern investigative procedures, law enforcement procedures, laws pertaining to juveniles, controlled substances and their effect on student behavior, and activities indicative of undesirable youth groups. At GDPST schools, they are known for their ability to supervise and direct students in a friendly, unemotional manner, remaining calm under pressure and handling all situations with discretion. Campus Aides must be able to build relationships with students so that they are able to help students constructively resolve conflict and work cooperatively and effectively with faculty and staff. They must be skilled in interpreting and enforcing rules and regulations according to varying situations. Lastly, Campus Aides must have prior experience in security and must be CPR and First-Aid certified.

Campus Aides will be specifically trained and coached in Safe & Civil procedures and on how to support the safety needs of young students in grades K-8. Campus Aides receive ongoing coaching and support from their school leaders. They also attend three full days of training throughout the school year on All Green Dot Days (AGDD). Content is developed and delivered by the GDPST Behavior Specialist and includes role plays, discussing how to react in different situations, and learning how to de-escalate students.

In addition, all staff will participate in mandatory trainings and refresher trainings led by Crisis Prevention Institution (CPI) certified trainers from the regional Home Office once per year to ensure they understand how to implement age-appropriate discipline.

e) Informing parents and students about the discipline policy

The school's discipline policy will be published at the beginning of each school year in the Student Policy Manual, which will be reviewed with parents and students at orientation.

f) School discipline policy

Please see *Attachment C* for the school discipline policy, as outlined in the 2017-2018 Student Policy Manual, including a list and definition of offenses for which students may be suspended or expelled and due process controls for when a student is suspended or expelled.

1.11 Marketing, Recruitment, and Enrollment

a) Enrollment policy

The enrollment policy is located in the Student Manual, included as *Attachment C*. Every year, applications are accepted around beginning of January to end of May. Open enrollment deadlines are end of May for GDPST's transformation schools, but end of February for Bluff City High.

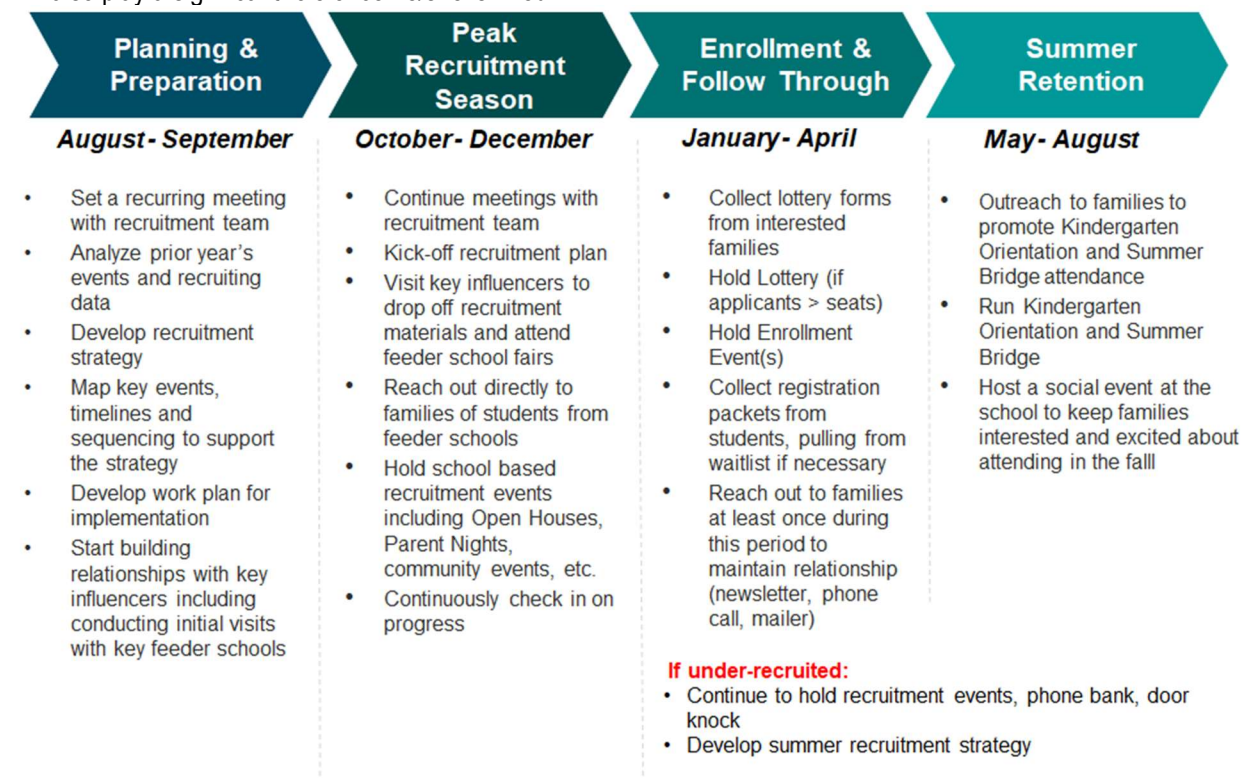
b, e) Plan for informing parents and community members

Green Dot is experienced in engaging parents, students and the community in student recruitment efforts. The GDPST Executive Director and the Director of Community Engagement & Public Relations, have developed a multi-pronged outreach strategy. Green Dot Charter K-8 will conduct extensive neighborhood analysis to understand the demographics of neighborhoods within the Whitehaven area and the profiles of other schools in the area so that it can adapt these strategies to target outreach to the specific neighborhoods with the most at-risk students.

- Prong #1 - Connect with early childhood programs and elementary schools: At least 12 months prior to the opening of the school, the GDPST Director of Community Engagement & Public Relations will meet with administrators, counselors and teachers at nearby daycare, TK, pre-K and Head Start programs to promote the new school and get word out to families with students entering Kindergarten the next year. She will also reach out to elementary school administrators, counselors and teachers to do the same for 5th grade students seeking middle school options.
- Prong #2 – Meet with Key Influencers: The GDPST Director of Community Engagement & Public Relations will be responsible for leading community organizing to gain support for the school. She will host one-on-one meetings with major influencers including leaders at community based organization (CBO) such as Communities in Schools and YMCA; church leaders; elected officials; non-profit/social service providers; neighborhood councils; civic and political leaders; alumni; and the media at least twelve months prior to the opening of the school. She will focus specifically on groups representing at-risk students and academically underserved families. The purpose of these meetings will be to build relationships, learn about each group's interests and understand how to earn their support. The Executive Director will also make an effort to meet with any opposition to clarify any misinformation and understand the potential sources of concern. Following the one-on-one meetings, Green Dot will continue to build support for its schools by asking advocates to speak on its behalf and hosting large community gatherings.
- Prong #3 – Meet with Parents: Green Dot will directly reach out to parents of children in TK, pre-K, daycare and Head Start programs in the Whitehaven community as well as parents of children in 5th grade through brochures, flyers, phone banking, door knocking, open houses, information sessions, newspaper ads, church announcements, and community meetings at least ten months prior to the opening of the school. The purpose of these communications will be to provide information about Green Dot, identify common concerns around charters (e.g., public schools, serving at-risk students) and address concerns through direct and consistent messaging. Green Dot will highlight its service to students, demonstrate to parents and other key stakeholders what high performing schools look like and honor the traditions and culture of the existing community while offering the promise of a safe and high quality education. In addition, the school will highlight the additional supports provided including wrap-around services, leadership opportunities, and after-school programming. To build credibility, Green Dot will have key community influencers attend parent meetings, offer tours of GDPST schools, and share testimonials from Green Dot students and families so that prospective families and community leaders can see the model in action. GDPST will also learn about the needs of parents through surveys and adjust messaging and offerings accordingly.
- Prong #4 - Capitalize on social media presence: GDPST will publicize the new school on its website, as well as on its established Facebook, LinkedIn and Twitter accounts.
- Prong #5 - Engage network of parents and alumni at our current schools: Green Dot will engage parents of students currently attending its other middle and high schools, encouraging parents to consider Green Dot Charter K-8 for younger siblings or other family members and to spread the word about the new school. Green Dot will also engage the alumni groups at Fairley and Hillcrest to publicize the new school to potential families.
- Prong #6 (in Year 2 and beyond) - Focus on re-enrollment, summer engagement and word-of-mouth from current families: After Year 1, prior to the start of the summer, the school will focus on re-enrollment, host summer events to keep current students and families engaged, and encourage existing families to promote the school to new students through word of mouth in addition to the activities above.

c) Outreach timeline in opening year

An outreach timeline for the pre-opening year is described below. The timeline will be adjusted if needed based on when the school is approved. The Executive Director, the Director of Community Engagement & Public Relations and the Director of Finance & Operations will initially be responsible for student recruitment and retention. The Principal will also play a significant role once he/she is hired.



Benchmarks that will be used to monitor suitable recruitment and enrollment practices over time will include number of school-based recruitment events held, number of lottery forms collected, number of enrollment packets collected and number of fully enrolled students. The school will set specific targets in each of these areas over time to monitor progress (e.g. the school will be X% enrolled by June).

d) School outreach to at-risk students and equal opportunities to attend Green Dot Charter K-8

Green Dot Charter K-8 will tailor its student recruitment efforts and student enrollment processes to attract ALL students. Green Dot is a charter organization that does not handpick, screen, or seek out specific students. Specific outreach activities will include: extensive grassroots marketing; simple and easy to understand forms and brochures, and removal of any language/messaging that may traditionally deter underserved student populations. The school will also adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children.

f) Outreach once the school is open

Once the school is open, the Director of Community Engagement & Public Relations and the School Operations Manager will continue to strengthen partnerships with the key influencers mentioned above. GDPST will continue to have a presence and will look to be an active participant in community organizations so that families are aware of Green Dot as a member of the community.

g) Pledged support

Please see *Attachment E* for letters of support for Green Dot Charter K-8.

1.12 Community Involvement and Parent Engagement

a) Plan for engaging parents and community members

Green Dot currently operates two high schools, Fairley High School and Hillcrest High School, in the Whitehaven area. Over the past 5 years, GDPST has built strong relationships with community organizations in this neighborhood and with families of students attending those schools. Work with these parents and community leaders has provided additional evidence that validates the data regarding educational inequity starting at the beginning of a child's education.

Green Dot will continue to engage parent leaders at these high schools as well as the community organizations it already has relationships with, as a starting point for reaching out to parents of younger children in grades K-8. See *Section 1.11* for further detail on the extensive outreach Green Dot Charter K-8 plans to do with parents and the community from the time the school is approved through opening.

b) Plan for informing parents and community members in the life of the school

Green Dot Charter K-8 is committed to actively integrating parents/guardians into all aspects of their students' school experience in the following ways:

- *Parent Outreach:* The GDPST Director of Community Engagement and Public Relations will support Green Dot Charter K-8 in conducting community outreach, organizing parent volunteers, addressing parent needs, recruiting new students, giving student tours and organizing workshops for parents and students.
- *Parent Trainings:* Green Dot Charter K-8 will offer the Green Dot Parent Academy, an eight-month program that consists of one two-hour workshop per month from October through May culminating in a Parent Graduation in June. The goal of the program is to empower parents to become leaders who engage other parents to support and improve their children's schools. The Director of Community Engagement & Public Relations. Specifically, the modules cover topics including the Green Dot Difference, Family-School Communication, Elementary and Middle School 101, PowerSchool, and Supporting Students at Home.
- *School Stakeholder Surveys:* Green Dot Charter K-8 will conduct an annual School Stakeholder survey to gauge family involvement and satisfaction as well as incorporate family feedback. In the 2016-2017 School Stakeholder Survey, more than 90% of GDPST families either agreed or strongly agreed that they would recommend the school to a friend. ~95% of families either agreed or strongly agreed that 1) Teachers at this school have helped my student set high academic goals, 2) Teachers at this school have helped my student to meet his/her academic goals and 3) This school provides a safe environment for my student.
- *School Advisory Council:* Parents are asked to serve on the School Advisory Council (SAC), which provides input to the school administrators about school policies, procedures, and budget.
- *Parent – Teacher Conferences:* Parents are invited to conferences each semester where they can talk with their child's teacher about their progress in school.

c) How parents will be informed and educated on school policies

Green Dot informs parents of key events via Robocalls, newsletters home and consistent outreach from the School Operations Manager. Green Dot Charter K-8 will also hold community breakfasts as a formal way to distribute information and gather feedback. Informally, families will have consistent access to the school leaders.

d) Programs for parents and planned partnerships

GDPST currently partners with several organizations who will provide services to Green Dot Charter K-8 students, families and community members:

- Communities in Schools will connect families with resources
- Well Child will provide health services as described in *Section 2.9C*
- Youth Villages will provide mental health services

Green Dot is planning to continue building community partnerships in Whitehaven, especially with organizations that support elementary age students and their families. The organization is seeking to engage and offer services through community partnerships in the following areas: youth development, tutoring, mentorship, social support, advocacy, family engagement, and primary health.

1.13 Existing Academic Plan (for existing operators)

a, b) Key differences in academic plan: GDPST has not operated any K-5 elementary grades in the past. The academic model for the K-5 portion of Green Dot Charter K-8 is based on the same fundamental academic model, focusing on ensuring high quality teaching and instruction, cultivating a college-going culture, eliminating barriers to instruction and promoting leadership and life skills. Green Dot Charter K-8 will emphasize these aspects of the academic model from a younger age. For example, students would be introduced to a college going culture starting in Kindergarten and curriculum will emphasis 21st century learning and technology starting in 2nd grade.

GDPST is adapting this model to serve K-5 students, as explained in *Section 1.3*, based on research and multiple visits to high performing, nearby elementary schools. To better support the needs of elementary age students, the school will have a heavier emphasis on building Math and Literacy foundations early, on social emotional learning and character development, and the school schedule will look different from the traditional Green Dot middle school schedule, with one teacher leading all core classes and students rotating to different electives (e.g. PE, art, music) each day of the week.

These shifts in focus for elementary school age students were made because GDPST believes they will enable students to enter 6th and 9th grades academically performing at grade-level and build character skills that will enable them to overcome the academic and social-emotional challenges they will face.

GDPST believes that by starting a K-8 school, students will enter the high schools it operates in the area (Fairley and Hillcrest) with much higher proficiency rates than they currently do, which will enable them to accelerate them to greater preparedness for college, leadership and life.

1.14 Performance Management (for existing operators)

a) Mission-specific educational goals and targets

GDPST's has four regional priorities, developed through a collaboration between administrators, the Director of Academics and the Executive Director. They include:

- *College Ready Learners:* increase percent of students in Tier 1 and reduce percent of students in Tier 3 bands in Literacy and Math according to iReady and MAP assessments to ensure that we are dramatically growing students in their skills, specifically focusing on math and literacy

- *Engaged Parents & Communities*: improve attendance of all school stakeholders to ensure that students and adults attend school each day, every day
- *Highly Effective Employees*: increase student enrollment to ensure that more students have access to an excellent education that puts them on the path to college
- *Effective School Model*: increase revenues through advocacy and fundraising (in addition to seeking efficiencies)

Schools each work to develop goals and priorities for the school year based on these overarching priorities so they have a laser focus for the year. Green Dot Charter K-8's goals as outlined in *Section 1.1B* are similarly aligned to these priorities.

b) Measuring and evaluating academic progress of individual schools

Green Dot Charter K-8, along with the other GDPST schools, will be supported in collecting, analyzing and using data to inform instruction through the coaching structures implemented by the Executive Director.

Each month, the Executive Director does a data-dive with the administrative team at each school. The purpose of data dives is for all members of the administrative team to analyze a crucial piece of school data that connects to one of their priorities. The data analysis is both reactive and proactive in that it helps the team better understand the state of student learning and/or culture while providing them with the time and space to plan strategically to improve it. Plans developed in data dives will then be revisited the following month during data dives. A scope and sequence for these data-dives has been developed to ensure that schools are held accountable to and provided support with reviewing and addressing data that is most relevant each month. Data-dives start in July by setting priorities, goals and a strategic plan based on GDPST's org-wide priorities. In August, they do a deep-dive focused on attendance (chronic absenteeism, attendance, tardies to first period of day); in September on MAP/iReady by teacher, grade level, and special education; in November on grades (D/F rate by student and class), in December an end of semester review including reviewing results from November site visits and reviewing progress against goals; in January on MAP/iReady again; in February and March attendance again; in April on grades again; in May on college matriculation for high schools; and in June an end of year review. At the conclusion of each session, the Executive Director and school leaders prioritize next steps and develop a plan to enact these next steps.

As a continuation of the monthly data dives, the Executive Director will coach Principals at every GDPST school once per week for 90 minutes. During coaching, the Executive Director is in classrooms observing teaching and learning in the school. The majority of time during coaching is spent either a) observing classrooms, preparing the Principal for coaching for that teacher, and then role playing the coaching, or b) observing teachers in a department or grade level and co-planning strategic next steps with the Principal for that department to accelerate student learning. Additionally, the Executive Director and Principal will check in on relevant projects and recent challenges.

With weekly and deeper monthly touch points, the academic progress of every individual schools is closely monitored.

c) Addressing academic underperformance

For schools that fall short of student academic achievement expectations or goals and are not able to rectify performance based on the plan set in the prior month's deep-dive session, the Executive Director and Director of Academics will provide additional support to the school so that performance expectations can be met. Example of further support could include but are not limited to, additional coaching calls with the Executive Director or admin team coaching/calibration sessions focused on the areas of challenge.

If the school has still not improved and is not meeting academic expectations, during the School Leader Evaluation process described in Section 2.4, the Executive Director will identify the scale and scope of an individual school leader's weaknesses. School Leader Performance Remediation Plans will be created when the Executive Director determines that the school leader does not meet, or only partially meets, the standards defined by the Leader Evaluation Framework, calling for additional and intensified support. In the event that the school leader continues to show no improvement in performance or fails to meet the Leader Evaluation Framework standards within 30-45 days, they may be terminated or let go at the end of the school year.

d) Monitoring portfolio performance as a whole

Lastly, the organization uses the School Level Dashboard that tracks each school's progress against its goals for ongoing monitoring of the portfolio as a whole. When the Executive Director reviews each school, she can dig into which goals schools are not meeting and automatically redirect support as needed.

If the GDPST network as a whole fails to meet goals, it would undertake significant data analysis and reflection, with the support of GDPSN, to identify the underlying causes. From there, a strategic plan would be built to address those root cause issues. Given the intensity of this strategic plan, the Executive Director could choose to halt growth plans or other competing priorities.

d) Assessing readiness for growth

Making the decision to expand and grow is a multi-stage multi-stakeholder decision at Green Dot. There is a greenlighting process with the GDPST Board making the final decision. The Executive Director will assess the impact on academic performance, the ability to provide coaching support to all teachers, staffing requirements vs. financial sustainability, and timeframe with the GDPST Leadership Team prior to making a recommendation to the Board.

2. OPERATIONS PLAN AND CAPACITY

2.1 Governance

a) Governance Philosophy

The Green Dot Public Schools Tennessee Board of Directors (GDPST Board) philosophy includes the following key tenets: students-first decision-making, mission orientation, effective governance, transparency and collaborative relationships with key stakeholders. The GDPST Board is responsible for major strategic and policy decisions related to GDPST schools including ensuring GDPST's financial sustainability.

There will be ample opportunities for key stakeholder groups at Green Dot Charter K-8 to become involved, participate in the implementation and growth of the school and learn about leadership including:

- Joining the GDPST Board or commenting at open Board meetings
- Sharing input with the GDPST Regional Office during school and community events
- Participating in **School Advisory Councils** (see below)

Green Dot Charter K-8 will have a **School Advisory Council** (SAC) that meets on a monthly basis, comprised of parents, teachers, school leaders, classified staff, students, and community members. The purpose of the SAC is to ensure fair representation of diverse thoughts and oversight of the school. The SAC meets the requirements of a Title I committee and of the state.

The SAC's perspectives and expertise will be sought in solving school-wide issues and developing policies and recommendations. They have oversight primarily over three realms: academics, finance, and operations. In regards to academics, the SAC provides input into the school's plan around curricula, instructional strategies, instructional services for high-needs students and professional development for teachers. It also plays a role in reviewing student grades, test results, and discipline data. For financial matters, the SAC provides input into allocation of school stipends, monitors Title 1 funding, and monitors the school budget. Operationally, the SAC provides input into the school academic calendar and opportunities on campus. Recommendations or input from the SACs are elevated to the GDPST Board via the GDPST Executive Director as needed.

There are also other avenues in which Board members can engage with school leaders: 1) Board members are invited to attend all school functions and org-wide events such as All Green Dot Day; 2) School leaders are invited to present at 'Mission Moments' during Board meetings, when impactful work is shared and appreciated; and 3) Contact information of both parties is available to each other if they need to reach out.

b) Composition and size

The GDPST Board is comprised of members who are business, non-profit, education and community leaders who are dedicated to preparing Green Dot students to be successful in college, leadership and life. Board members are selected for their proven dedication to Green Dot's mission. GDPST Board members have skills in one or more of the following areas: teaching and learning, teacher effectiveness and assessment, governance, financial audits, budgeting, operations, fundraising, marketing, real estate, public affairs, advocacy, technology, legal services or strategic planning. The GDPST Board currently has 7 members and may be comprised of up to 25.

GDPST Board meetings are held in compliance with Tennessee Open Meetings Laws, which require that a quorum must be present at the physical location of the posted meeting. As such, GDPST will publicly post the agenda of meetings held in Tennessee so that members of the public may join if desired.

The Board Chair and the GDPST Executive Director will work closely throughout the year to ensure that the

organization is set up for success. The GDPST Executive Director serves as the primary intermediary between the GDPST schools and the GDPST Board. The GDPST Executive Director synthesizes feedback and elevates critical information and suggestions up to the attention of the Board. In conjunction with GDPST's Leadership Team, the GDPST Executive Director provides regular updates about academic progress in GDPST schools to the Board.

The powers and duties of the GDPST Board include: approving or denying the budget put forth by the GDPST Regional Office; setting strategy and policy; protecting GDPST from financial, legal and organizational risk; overseeing the operations of the organization; assuming obligations and entering into contracts; managing risk and liability; amending, repealing or adopting new bylaws; filling vacancies on the GDPST Board; appointing Board Officers.

c) Evaluating success

To ensure the success of GDPST, the Board will review academic, operational, cultural, and financial data on a regular basis. Members receive robust pre-reads prior to board meetings to better understand the context of Green Dot's academic success, operational efficiency and financial sustainability and also get monthly newsletters addressed to all Green Dot boards to stay informed. Additionally, the Executive Director will periodically present updates against the organizational dashboard so that the Board can monitor GDPST's progress over time and weigh in on network strategic initiatives.

As the GDPST Board expands, it may choose to appoint a series of committees that will more closely monitor the school's performance in certain areas such as:

- **Executive:** Empowered to make decisions on behalf of the full Board
- **Education:** Reviews annual performance goals; monitors school progress; advises on curriculum, educator effectiveness, assessment and accreditation
- **Audit and Budget:** Ensures organization is in good fiscal health and is compliant with laws; confirms strategic priorities are reflected in budget; oversees selection of auditor and reviews annual audit
- **Development:** Develops strategy for fundraising and development; builds financial support
- **Governance:** Develops policies and procedures around governance including Board expansion

Currently GDPST board members participate in the national Development and Audit & Budget Committees, given that financial management and development are spearheaded by Green Dot National, but done in partnership with Green Dot Public Schools Tennessee. The GDPST Board will form local Executive and Education Committees based on need.

The GDPST Board evaluates the GDPST Executive Director according to a set of competencies, including achievement of annual performance goals, effectiveness of strategic planning, instructional leadership, financial management, board relations, relationship-building, communications and public relations, fundraising, leadership skills and interpersonal skills. The Executive Director evaluates school leaders (see *Section 2.4*) with input from the GDPST Executive Director and informs the Board about evaluation results and significant personnel decisions.

The Board will conduct periodic reflections on its processes, covering topics such as diversity and stakeholder representation, selection of Board members, orientation of Board members, the Board's ability to monitor the health of the organization, Board operations, Board meetings, and the Board relationship with the leadership team. The Board will also reflect on goals that it set for that year and assess the extent to which they were achieved. Based on these reflections, the Board Chair and the GDPST Executive Director will work closely together to make adjustments to Board processes to ensure that the organization is set up for success. Typically, each board meeting begins with public comment(s), transitions to a mission moment to hear from stakeholders, then a review of progress in various aspects of the organization (e.g. financials, student recruitment, human capital, academics).

d) Expansion of the Board

The GDPST Board discusses additions to Board membership annually at scheduled meetings. Candidates are frequently referred by an existing board member, or is a member of one of the community organizations with whom Green Dot partners with. One of the Board's responsibilities is to grow Board membership and ensure that Green Dot has access to relevant expertise. Once a candidate is nominated, the nominee's professional background, community involvement, and commitment to Green Dot's mission is reviewed. Candidates go on a Green Dot school visit. The GDPST Executive Director and Board Chair make a recommendation to move forward or hold on a candidate. To be confirmed, nominees have to receive a majority vote by the existing GDPST Board members. Whenever gaps based on challenges are identified, or a board member transitions, the Board undertakes an active search. Currently, GDPST is looking for a board member with capacity and expertise in real estate.

GDPST retains the ultimate power to remove Board Members of GDPST.

e) Transition of Boards

The current GDPST Board is the governing board so no transition will need to take place.

f) Training of new Board members

As Board members join the Board, they typically meet with the Board Chair, one other Board member and the GDPST Executive Director. During these meetings, the member has ample time to ask questions about Green Dot's school model, student life, financial situation and other areas as desired. Once members join the Board, they receive a copy of the Board bylaws, information about compliance and disclosure requirements, a copy of the audited financials and budget, and a Board Roster so that they can begin contributing from their first meeting onwards.

On an annual basis, the Board receives training on public / open meeting requirements. Throughout the year, the Board receives refresher presentations and updates on key aspects of Green Dot's model and operations including academic results, financial position, and facilities status.

Sample schedule of Board trainings for all Board members:

Training and Development	Timetable
Orientation	When a Board member joins
Public Meetings	Annually
Elevator Pitch on Green Dot	Annually
Understanding Green Dot's Financials	When a Board member joins
Understanding Green Dot's Academic Model and Results	When a Board member joins

Additionally, Green Dot seeks to keep board members informed of key happenings regularly via an email highlighting developments in all regions and important news impacting Green Dot.

g) Resolution of concerns

Green Dot encourages community and parent participation and feedback on decisions affecting them and their schools. Parents are encouraged to reach out to their Principal or the GDPST Executive Director to express any concerns or objections. Resolution of concerns always starts with the person with whom a parent has a concern. If the problem or conflict is unresolved, it is essential that the Principal be included in the process of resolving concerns. Parents are also able to address the Board directly by making a public comment at board meetings.

GDPST has adopted grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action as follows:

Step One: <i>The student or parent/guardian presents his/her grievance or issue to the staff member with whom he/she has the conflict. The staff member should address the grievance, attempt to resolve it and give the student a decision within a reasonable amount of time.</i>
Step Two (for students): <i>If there is dissatisfaction with the decision or if it is not within the scope of the person's responsibilities to respond, the student should approach the next appropriate supervisor (either a counselor or school leader). Following a review of the concern, the counselor or school leader will confer and determine a response to the issue raised. The response is submitted in writing to the student with the explained decision.</i>
Step Two (for parent/guardians): <i>If the response given by the staff member seems unreasonable to the parent/guardian, he/she should then request a meeting with the Principal. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the appeal letter and information collected during the investigation and meeting, a decision will be communicated in writing to all involved parties.</i>
Step Three: <i>If the response given by the counselor or school leader seems unreasonable to the student or parent/guardian, he/she should then submit a written request for a meeting with the Executive Director. The Executive Director will consult the Board when necessary. Following a review of the request and an investigation of the issue, a meeting will be scheduled with involved parties. After considering the contents of the appeal letter, information collected during the investigation and information clarified during the meeting, a decision will be communicated in writing to all involved parties.</i>

Current board members

FULL NAME	CURRENT JOB AND EMPLOYER	AREA OF FOCUS/EXPERTISE
CHAIR: LARRY NEAL	Commercial Lender, Simmons Bank	Finance, Education
VICE-CHAIR: EDWARD NENON	Vice President, SSM Partners	Finance
SECRETARY: AMERTICE ALLEN	Senior Director, Alsac St. Jude	Operations, Fundraising
MEMBER: MATT THIRY	Director of Operations, WelbeHealth	Operations, Finance, Strategy
MEMBER: BLANCHE DEADERICK	Associate Director, Tennessee Governor's School for International Studies	Education, Non-profit governance
MEMBER: Trey McKnight III	Economic Development Specialist, Economic Development Growth Engine	Economic Development
MEMBER: Pamela Egwuekwe	Program Manager, Code Crew	Non-profit, Education

h) Explain plans for board member attrition

The GDPST Board and Executive Director work together or ensure the schools are receiving the appropriate level of oversight, governance and guidance on key functions, including academic, operational and financial success. GDPST recognizes that natural attrition may occur among Board members. Whenever gaps based on challenges are identified, or a board member transitions, the Board undertakes an active search to ensure the Board composition

reflects the needs of the organization. Furthermore, GDPST continues to foster relationships with potential Board members through regular school tours and events.

Governance documents

See *Attachments F1-F7*. A few notes on the documents-

- F2 – Proof of non-profit status is included within our Articles of Incorporation (*Attachment F1*). Proof of tax exempt status is attached as F2.
- F3 - By-laws
- F4 - The GDPST Board does not currently have a Code of Ethics but a sample Code of Ethics that the GDPST Board will adapt and approve at an upcoming Board meeting is attached
- F6 – The following board member's current position is not yet reflected in his resume:
 - Larry Neal is currently a Vice President of Commercial Lending at Simmons, since February 2018
- F6- The following are references who have worked extensively with each of the members of the GDPST Board. Personal information has been redacted to maintain the privacy of these individuals, but is available upon request:
 - Dr. Maya Bugg (Tennessee Charter School Center): Dr. Bugg has collaborated with Green Dot on multiple advocacy efforts and Dr. Quale serves on the Western Region Advisory Council for the Tennessee Charter School Center.
 - Chris Barbic (Achievement School District, former Superintendent): Mr. Barbic served as Green Dot's authorizer as Superintendent of the ASD. Green Dot has worked extensively with Mr. Barbic to determine which schools will be given to GDPST for operation, and has been held accountable to ASD to run high-quality schools
- F7- GDPST Board policies including policies on open meetings and open records exist within the Board by-laws (*Attachment F3*) so an *Attachment F7* is not included. The Board will meet at least quarterly with additional meetings as needed.

2.2 Start-Up Plan

a) Start-Up Plan

Many stakeholders at Green Dot have a role to play in the successful planning and launching of a new school. The following table describes the specific activities, associated timelines, and owners.

This plan aligns with the Year 0 budget.

End Date	Human Capital & Human Resources	Owner
Jan-20	The founding Principal for Green Dot Charter K-8 and School Operations Manager are identified. Once hired, the Principal will become the main contact for general and federal compliance and accountability.	Director of Human Capital & Human Resources (\$100-110K)
Jan-20	GDPST compensation package, benefits package and offer letters ready to go for remaining school-site staff	
Feb-20	Principal begins hiring process for school staff	Principal (\$97-130K)
May-20	All teachers and staff for the new school are hired, and leads identified for special education, student discipline, testing coordination, SIS/ Data Management, Homeless Services, and ESL services. Relevant leadership roles (e.g. ILT) will also be assigned at this time. <i>There will be an adequate number of teachers that match the</i>	GDPST Executive Director (\$140-150K) Director of Academics (\$90-110K)

	<i>staffing plan and meet the minimum certification requirements for licensure as defined by the State Board of Education.</i>	
Jun-20	Contract with substitute management company signed	Director of Human Capital & Human Resources (\$100-110K)
End Date	Academics	Owner
May-20	<i>Discipline:</i> Student policy manual is updated	Principal (\$96-130K)
May-20	<i>Master Scheduling:</i> Master schedule is developed and curriculum is ready	GDPST Executive Director (\$140-150K)
Jun-20	<i>PD/Coaching:</i> Professional development and coaching plans for the year are in place	
Jun-20	<i>Assessments:</i> Academic goals are set and testing supplies are purchased	
Jun-20	<i>Culture:</i> Summer Bridge and Kindergarten Orientation is planned and executed	
Jun-20	<i>Targeted programs:</i> Size of ELL and SPED populations are confirmed and required staffing and partnerships are confirmed	
End Date	Community Engagement and Student Recruitment	Owner
Sep-19	Start developing a recruitment strategy and start building relationships with key influencers	Director of Community Engagement & Public Relations (\$90-110K)
Oct-19	Execute neighborhood specific outreach activities and start holding school-based recruitment events	
Jan-20	Start collecting lottery forms from interested families	
Feb-20	Host lottery if applicants exceed capacity	
Mar-20	Start holding enrollment events and enroll families	
Jun-20	<i>IT:</i> Ensure PowerSchool (Network EIS) has loaded all required information from the school	
End Date	External Affairs	Owner
Sep-19	<i>Development:</i> Refine funding needs and secure funding for planning year	GDPST Development Officer (\$80-90K)
Sep-19	<i>Policy:</i> build relationships with district stakeholders and political partners	GDPST Executive Director (\$140-150K)
Nov-19	<i>Marketing:</i> develop local collateral for student and staff recruiting	Director of Community Engagement & Public Relations (\$90-110K)
End Date	Finance	Owner
Feb-20	Establish school bank accounts	Director of Finance & Operations (\$90-

Mar-20	Review and update school budget using LEA chart of accounts and get approved by the Governing Body	100K)
May-20	Refine and submit cash flow projection for upcoming fiscal year	
Jun-20	Complete initial requirements for federal funding compliance	
Jul-20	Train admin team and office staff on ExpenseWatch	
End Date	Information Technology	Owner
Feb-20	<i>Financing</i> : Complete E-Rate Filing	Director of Finance & Operations (\$90-100K)
Apr-20	<i>Procurement</i> : purchase technology needs, deploy and setup system to track	
May-20	<i>Facilities inspection</i> : develop and implement IT plan for new facility	
May-20	<i>Infrastructure</i> : ensure working connections to network and server	
End Date	Operations	Owner
Feb/Mar-20	Develop a transportation plan	Director of Finance & Operations (\$90-100K)
Mar-20	Add school to current food, custodial services, and security vendors; modify insurance as needed; order furniture and supplies	
Apr-20	Establish school calendar for year, start and end time of school day, and class schedules, and circulate this information to staff, parents, and students as they enroll	Principal (\$96-130K)
Apr-20	Begin recruiting members to School Advisory Council	Director of Finance & Operations (\$90-100K)
May-20	Identify and contract with maintenance vendor	
July-20	Contract for a full-time nurse and create a plan and procedures for the administration of prescription and non-prescription medications to students and for provision of required health services	
July-19	Request and receive student records, then separate student health records from academic records and lock records in storage in the office of the school nurse or other appropriate storage area	
End Date	Facilities	Owner
Sep-19 to Jul-20	See Section 2.3 for complete startup timeline for facilities.	Director of Finance & Operations (\$90-100K)

b) Challenges

One challenge in starting Green Dot Charter K-8 will be student recruitment, given that GDPST will be engaging

younger families at the Pre-K level. To address this challenge, GDPST has developed a robust community engagement strategy that has proven successful at recruiting students to its existing 5 schools. The strategy is multi-pronged and involves outreach to various parties - connecting with early childhood programs and elementary schools; meeting with key influencers such as CBOs and community leaders; meeting with parents; capitalizing on social media; engaging with GDPST's existing network of Fairley and Hillcrest parents; engaging with the Fairley and Hillcrest alumni groups; focusing on re-enrollment and word of mouth beyond Year 1 (see *Section 1.11 for more details*)

Securing and funding a facility for a phase-in charter school will likely be challenging as well given that Green Dot Charter K-8 will not be operating at full capacity until Year 6. Because of that, GDPST is already planning to move to its contingency plan, which is to incubate at a smaller facility in the first couple of years. See *Section 2.3* below for details on the facilities plan.

2.3 Facilities

a) Basic facility needs

Green Dot aims to find a facility in the Whitehaven vicinity, ideally with the proximity of Hillcrest High School and Fairley High School. The school's education program, at its full capacity in Year 6, requires ~55 classroom with classrooms size of ~750 sq. ft. The facility will be approximately 90,000 sq. ft., which is inclusive of the ~55 classrooms and the ancillary spaces described below in *Additional school facility needs*.

Due to the urgency of the facilities timeline, GDPST Charter K-8 will first incubate in a smaller space for the first couple of years before moving into a permanent facility. The incubation space will at a minimum have 15 classrooms, 4 offices, and 1 common space (to serve as a gathering space and as a cafeteria). GDPST Charter K-8's first model already accounted for additional costs associated with occupying a building with unused spaces; if at any point of time GDPST Charter K-8 is inhabiting a space larger than its enrollment, it will plan to sublease that extra space to other organizations so that the additional costs may be mitigated.

b) Additional school facility needs

At full capacity, Green Dot Charter K-8 would require -

- 2 science labs that each accommodate 30 students
- Main office that includes space for 3 front office staff
- 9 private offices: one for each Principal (2), AP (3), Counselor (3), and SOM (1)
- 7 common workspaces: 2 teacher lounges/workroom, 2 copy rooms, 2 language and speech/psych assessment rooms, and 1 school nurse space
- 2 Conference rooms: Principals will have an adjacent conference room, and there will also be a GDPST Home Office employee workspace/conference room
- Gym and/or multi-purpose room that can accommodate all students standing
- Cafeteria
- Kitchen area, space for food warmers and working refrigerator with adequate electrical outlets
- Adequate storage space for books and supplies
- Sufficient parking to comply with City requirements and meet school's program

c) Organization's capacity and experience

The Green Dot Public Schools network has an internal Real Estate team that has over 20 years of experience in real estate development. It has developed 16 facilities (one of these being Bluff City High School in Tennessee) and 2 more are in the development process. Green Dot's experience ranges from simple renovation to full scale

development (e.g. site identification, due diligence, entitlements/approvals, acquisition, construction, and receiving approvals from respective jurisdictions for occupancy).

In addition, the team has supported multiple schools in partnering with their authorizing district to co-locate and has supported and maintained transformation schools operating within original district facilities.

d) Identifying and securing a facility

GDPST will ideally identify an existing building or empty school, in a space already designated for educational use, and invest in renovating as necessary for Green Dot Charter K-8. To this end, GDPST will engage Shelby County Schools, the city, and the broker community to identify facilities that address the needs of the target population and meet space requirements.

Currently, GDPST is planning to incubate in a smaller, more affordable space for the launch of the school. GDPST would likely work with Cushman & Wakefield Commercial Advisors, LLC for brokerage services.

e) Compliance

Once the final site has been identified, GDPST will determine facility improvements required, working with a licensed architect to build the design. GDPST will research city planning, zoning and safety requirements to ensure the design is compliant. Green Dot will work with Shelby County Schools Facilities Division to assess the facility for ADA compliance concurrently with lease negotiations.

The design will be approved by the Shelby County Facilities before being released for bid. Once a contractor has been selected through the bidding process, construction will begin and GDPST will ensure the building meets health and safety requirements and building codes that are identified during the design phase.

While in the process of receiving bids, GDPST will concurrently engage philanthropic funders in Tennessee and national financial institutions to secure funding for the facility. We feel comfortable that we can obtain financing as we have extensive experience in facilities financing. The Green Dot Public Schools network has secured financing of over \$60M, including 5 New Market Tax Credit deals and 2 Investment Grade Bond deals. The network has worked with Community Development Financial Institutions (CDFI), such as Low Income Investment Fund, Capital Impact, and Local Initiative Support Corporation, as well as Wells Fargo and Robert W. Baird & Co.

Once the facility is complete, the Director of Finance & Operations will work along the Facilities Associate to maintain ongoing compliance, involving engaging respective government agencies for annual or periodic inspections and/or getting certifications of mechanical, electrical, plumbing, and Fire Life Safety systems.

f) Timeline

While this timeline is fairly tight, Green Dot has experience in adapting plans based on different facilities challenges -

End Date	Facilities Startup Plan
July-19	Finalized arrangements with commercial broker
Sep-19	Identify and pursue multiple potential incubation facilities
Feb-20	Assess facility and sign lease; submit final lease or purchase agreement and minutes with Governing Body Approval
Mar-20	Plan and design facility improvements
Apr-20	Submit renovation calendar and written assurances that facility will be ready for instruction by beginning of school year

May-20	Approve design and send out for bid
May-20	Secure financing for the facility improvements
May-20	Select contractor; construction and renovations begin
Jul-20	Prepare for Pre-Opening Visit: ensure spaces in school meet requirements of program and number of students enrolled; equip classroom with supplies and instructional materials; ensure space is safe and controlled; make certain each room has emergency exit plans and maps; ensure adequate signage for school and buildings appropriately numbered; ensure fire extinguishers are recently inspected
Jul-20	Obtain a Certificate of Occupancy and any other required permits from local building department
Aug-20	Complete construction and renovations
Aug-20	Complete Fire Marshall inspections on any major renovation work done to facility to ensure approval for occupancy as an educational space; complete Pre-Opening Visit
Aug-20	Building ready for occupancy

g) Facility contingency plan

Because finding a facility to grow into is challenging, GDPST Charter K-8 will plan to incubate in a smaller facility in its first couple of years, as mentioned in *Section 2.3d*. GDPST will explore private facility options and reach out to community partners (e.g. churches).

h) Identified properties

We have not yet identified properties for the school; however, some charter schools in the Whitehaven neighborhood may close in the next 1-2 years, so we would likely engage in discussions around the use of those vacant facilities that are already suitable for school use.

2.4 Personnel/Human Capital

a) Leadership structure

Key leaders for the school will include:

- **GDPST Executive Director:** The Executive Director will directly contribute to governance and management of the school (along with all other GDPST schools). She will also provide support and coaching to school leaders. She reports to the GDPST Board, who will have the ultimate responsibility for the school.
- **Principal:** The Principal is the primary leader of the school and is accountable for the school's academic performance and operations. He/she will report to the Executive Director. A second Principal will be added in Year 3. One Principal will eventually oversee grades K-5, and the other will oversee grades 6-8.
- **Assistant Principal(s):** In Year 1, one Assistant Principal will support the Principal in instructional leadership, summer planning, academic interventions, special education, budget, school evaluation and oversight, parent and community outreach, testing, enrollment and attendance, extracurricular programs/activities and other school-site responsibilities. A second Assistant Principal will be added to the school at Year 2, and a third a Year 3. Eventually, 1 AP will report to the K-5 Principal, and 2 APs will report to the 6-8 Principal.

See *Attachment G* for an organizational chart of the school.

b) Capacity to respond to student and staff needs

Green Dot puts a heavy emphasis on responding to school and staff needs as evidenced by the GDPST Leadership Evaluation rubric which includes several indicators around building a collaborative and well-functioning team, developing staff in differentiated ways that will improve their practice and engaging staff, students and parents in the process (see *Section 2.4C* below).

Responding to staff needs: For Green Dot, the most effective teacher supports are individualized, aligned to teacher performance (per the evaluation and individual TVAAS scores where available), job-embedded and frequent. One of the biggest priorities of the Teacher Development and Evaluation System is to ensure that teachers receive appropriate, differentiated support that is tied to real, reliable and robust evaluations of performance and need.

In Green Dot's evaluation tracking system and PD portal (Whetstone), teachers receive a private, personalized dashboard through which they can communicate with school leaders about observations, record and manage personal growth goals and find tailored support and solutions for meeting those goals via Whetstone's online PD resources.

Responding to student needs: The Executive Director will meet with the Green Dot Charter K-8 admin team monthly to review data as described in *Section 1.7*. The Executive Director will help each Principal understand his/her school's data, benchmark it against other GDPST schools and share best practices and suggestions for improvement.

The Executive Director, Director of Academics, and Curriculum Specialists will provide training to administrators to help them understand how to drive teacher improvement using data. During the school year, teachers will be supported by their school leaders, Curriculum Specialists, and Department Chairs in learning to gather the appropriate data, interpret results and develop an action plan. SACs will also reflect on school data at multiple points in the year.

The school's leadership team will have the skills and experience to execute in these areas. While we do not have a Principal identified yet, given these values, GDPST will hire someone who exhibits the ability to be responsive to staff and student needs, will coach the school leaders to improve their ability to respond to staff and student needs, and will continuously encourage investing time in focusing on their school's specific needs. See *Attachment H* for a job description for the Principal role, and see *Section 4.1* for more details on student achievement.

Megan Quaile, currently the Executive Director of GDPST and Chief Growth Officer for Green Dot Public Schools National, has proven her ability to execute to drive student achievement. She has managed GDPST since its founding and will serve as the interim Principal until that person is identified. Prior to Green Dot's expansion to Tennessee, Quaile was the Vice President of Education for Green Dot Public Schools in California (before regional expansion) for four years. Green Dot's network of schools grew and thrived under her leadership. She oversaw the growth of the network from 8,000 to over 10,000 students at a time when we it added its first middle school to the portfolio and took on its first transformation schools. Quaile served as CEO of Civitas Schools in Chicago from 2003-2007 and during that time she opened two K-8 campuses and developed a K-12 curricular program. Quaile was last in a school-based role in 2003 as the Director of Northtown Academy Campus where over 80% of her students went to college and the school ranked 3rd and 5th in the nation in years 2005 and 2006. The school also had the highest

growth of EPAS scores among any school in Chicago and the highest ACT scores of any non-selective enrollment school in the city. See *Attachment H* for Quaille's resume.

c) Hiring, support, and evaluation of school leaders

Hiring

Green Dot conducts extensive diligence to select the most qualified and dedicated Principals for all of its schools. Green Dot seeks to identify its Founding Principal at least 10 months prior to the school opening. The organization will primarily look internally at current GDPST school leaders but may also hire a headhunter, such as Treehouse Partners, to find the best Principal to fit the school's needs. Additionally, we will seek partnership with human capital organizations (e.g. Tennessee New Leaders, New Leaders for New Schools, New Memphis, Teach for America, The Tennessee Charter Center), as well as leverage our extensive relationships with universities across the nation to source Principal candidates. GDPST seeks to hire a diverse set of school leaders.

GDPST identifies candidates to fill the Assistant Principal role(s) by looking internally at GDPST Assistant Principals and Teacher Leaders who have experience and/or are interested in working at the elementary/middle school level. Green Dot will seek highly qualified, experienced Assistant Principal candidates from the community as well. The selection process for the Assistant Principals will begin as soon as the school is approved for opening with the goal of hiring all school leadership before school starts.

A unique avenue in which school leaders are identified is also through the Administrator-In-Residence (AIR) program. The AIR program trains Residents on Green Dot's model and builds a pipeline of school leaders with the skills and experience necessary to manage high-performing secondary schools. Residents rotate between 2 GDPST schools, where they work on real-world assignments as they shadow high-performing Principals. They receive ongoing support and PD from the people they interact with at these school sites including Mentor Principals, Assistant Principals and the Executive Director. Residents are also required to complete a number of projects to demonstrate that they have developed the necessary competencies for success. Upon successful completion of the one-year program, AIRs are placed as administrators at one of our GDPST schools.

GDPST will look for the following qualifications in all school leader candidates -

- Valid Administrator credentials
- Currently holds an ILL-B license or holds a comparable out of state Administrative credential which is transferable to Tennessee (can be an ILL-A license for Assistant Principals)
- Substantial teaching experience with a history of improving student achievement
- Prior administrative experience a large plus
- Demonstrated leadership capabilities
- Proven management and team building skills
- Experience managing budgets, creating and implementing policies
- Excellent interpersonal communication and writing skills
- Experience working in an entrepreneurial environment
- A passion for improving and driving education reform

The selection process is the same for all school leader positions and is multi-step:

	Step 1: Online Application Screen	Step 2: Skype Interview	Step 3: Assignment	Step 4: Panel Interview	Step 5: School Site Shadow	Step 6: Community Panel <i>(not used when hiring founding admin)</i>
Time required:		45-60 minutes	60 minutes	2 hours	3 hours	1-1.5 hours
Location:	Online	Skype	Online	Home Office	School Site	School Site
Steps in the process:	<ul style="list-style-type: none"> • Resume • Credentials • Cover letter • 2 questions 		<ul style="list-style-type: none"> • Data Analysis 	<ul style="list-style-type: none"> • Prepare PD assignment (2 hours prep time) • Writing activity • Video Observation and Debrief Role Play (30 minutes) • Present PD (20 minutes) • Debrief (15 minutes) 	<ul style="list-style-type: none"> • Observe classrooms and school • Coaching of teachers • Written reflection 	<ul style="list-style-type: none"> • Interview with members of the school community (students, teachers/staff/parents)
Core competencies tested:	<ul style="list-style-type: none"> • Relevant experience • Grammar • Red flags • Thoughtfulness 	<ul style="list-style-type: none"> • Cultural fit • Domains 1 and 3 of the School Leader Framework • Presence 	<ul style="list-style-type: none"> • Domain 1 of the School Leader Framework 	<ul style="list-style-type: none"> • Domains 1-3 of the School Leader Evaluation, coachability 	<ul style="list-style-type: none"> • Domain 1 of the School Leader Evaluation • Cultural and/or school fit • Stakeholder feedback 	

Support

The school leaders will be supported by the GDPST Leadership Team led by a GDPST Executive Director and including the Director of Human Capital & Human Resources, Director of Finance & Operations, Director of Community Engagement & Public Relations, Director of Student Support Services, and a Director of Academics. See *Section 2.12* for further details on roles and responsibilities of the GDPST Leadership Team and how specifically they will support school leaders.

The GDPST Executive Director will oversee the development and evaluation of the school's administrative team including-

- **Coaching:** The Executive Director will provide individualized coaching to Green Dot Charter K-8's Founding Principal weekly. These coaching sessions will be focused on developing the Principal as an instructional leader. The Executive Director (and the Executive Director as needed) will also provide coaching to the admin team monthly.
- **Admin Collaboration:** Every two months, GDPST Principals participate in a full day collaboration with each other, the Executive Director, Director of Academics, and Executive Director. Assistant Principals participate in a similar full day collaboration every other month as well. Content is developed by the GDPST Leadership Team and is driven by changing administrative needs throughout the year. This also serves as a time to share best practices and review data.
- **Administrators' Retreat:** GDPST Principals and Assistant Principals have the opportunity in the summer to attend a retreat with all Green Dot regional leaders for 2 days to reflect, evaluate progress, and share best practices. They will also review regional goals, receive PD, and troubleshoot support for school-site staff.

- **New Leader Boot Camp:** New school leaders and school leaders who are new to Green Dot attend a 2-4 day training session at the beginning of July focused on introducing new leaders to the Green Dot network. The boot camp gives new leaders an opportunity to acclimate to the culture and forge bonds. While our new leaders already have experience working in similar communities (4 school leaders are originally from Whitehaven), GDPST strives to continue strengthening their understanding of the demographic they serve. New leaders will receive training on the systems and cultural expectations through exposure to theoretical foundations (e.g. *Teaching With Poverty In Mind*, *Safe and Civil Schools*) and opportunities to be embedded in the community (e.g. community events, shadowing schools). Informal peer mentorship relationships are also established and sustained throughout the school year. Other content includes (but is not restricted to): Green Dot culture, core values, and history; leader and teacher evaluation process; and leadership best practices and frameworks.
- **College-Ready Teaching Framework (CRTF) Training Boot Camp:** GDPST school leaders attend a 1-day boot camp in the summer that introduces them to the CRTF framework and starts the process of calibrating across indicators. Only those who are new to the organization or those who need a refresher are required to attend.
- **Offline Supports:** Green Dot is building out an extensive set of tools to help school leaders calibrate on the CRTF (Green Dot's evaluation system for teachers explained in further detail later in this section) and hold conversations with teachers about effective teaching.

Evaluation

Green Dot knows that effective school leaders are those who consistently take action to improve academic achievement for all students and increase the effectiveness of their teachers. Therefore, Green Dot has developed a School Leader Evaluation, which encompasses these ideals. The Executive Director (or designee) evaluates the Principals, and each Principal will evaluate his/her Assistant Principals.

Mirroring the Teacher Evaluation System, the School Leader Evaluation provides: 1) common language for discussing school leader effectiveness by defining what it means to be a highly effective school leader, 2) a platform for a future school leader performance-based compensation system with defined career paths, and 3) actualizes results by retaining our strongest talent.

The School Leader Evaluation is scheduled for state approval in June. The Leadership Evaluation System contains the following measures:

- **Quantitative Data (~50%)** - will include a combination of school-wide TVAAS scores and any other relevant state metrics.
- **Qualitative Data (~50%)** -
 - **Leadership Competencies:** Beginning in the fall, the school leader and supervisor agrees on an area of focus to guide coaching throughout the year. A mid-year check-in will include a self-rating opportunity and progression toward goals. At the end of the school year, leaders and supervisor ratings are completed. Student data is added when available, determining a final Performance Rating. (See below for further details on competencies assessed.)
 - **Stakeholder Feedback:** Family and student survey

Leadership Competencies are defined by the School Leader Evaluation that includes four domains that align with the organization's strategic plan: 1) College-Ready Learners, 2) Engaged Parents and Communities, 3) Highly Effective Employees, 4) Effective School Model. These four Domains are further divided into performance indicators. This rubric provides opportunities for continuous improvement and individual goals that target student achievement, school improvement, and professional growth. See below for the rubric.

Domain	Standards	
College-Ready Learners	1.1	Cultivating a College Going Culture
	1.2	Quality Teaching and Instruction
	1.3	Promoting Leadership and Life Skills
	1.4	Eliminating Barriers to Learning
Engaged Parents and Communities	2.1	Parent Education and Engagement
	2.2	Community Engagement
Highly Effective Employees	3.1	Cultural Leadership
	3.2	Instructional Leadership
	3.3	Personal Leadership
	3.4	Performance Management
Effective School Model	4.1	Finance
	4.1	Operations
	4.3	Legal and Compliance

Leadership Competencies are rated on a 5-point scale from Needs Improvement to Exceptional:

Needs Improvement (1)	Minimally Effective (2)	Developing (3)	Proficient (4)	Exceptional (5)
<i>The school leader demonstrated little to no evidence of competence on standard(s) of performance. The school leader's performance had major deficiencies and must improve (although some novice school leaders might start here). Depending on amount of experience and level of interventions made, they will either be placed on an improvement plan or be considered for termination</i>	<i>The school leader only partially demonstrated competence on standard(s) of performance. The school leader's performance had some deficiencies and must improve. They will be placed on an improvement plan.</i>	<i>The school leader demonstrated basic competence on standard(s) of performance.</i>	<i>The school leader exceeded basic competence on standard(s) for performance most of the time. This level describes solid, expected professional performance; any school leader should be pleased with scores at this level.</i>	<i>The school leader consistently and significantly exceeded basic competence on standard(s) of performance. This band is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level.</i>

d) Recruiting and hiring additional key staff

GDPST has a full-time recruiter tasked with filling all school staffing needs.

Recruiting and hiring teachers

The new school will hire a diverse faculty comprised of the best teachers available. We will achieve this goal by continuing our rigorous recruitment process that screens for effectiveness and mission alignment. Green Dot specifically looks for candidates who demonstrate an unwavering belief in the potential of all students and are

passionate about improving public education.

Teacher hiring will commence as soon as a Principal has been identified. The GDPST Director of Human Capital & Human Resources uses the following strategies to recruit teachers, and refines this process each year:

- Internal referrals
- Presenting at top graduate and education programs
- Advertising nationally and locally, including leveraging Facebook's "Apply Now" feature on social media, and utilizing the job-search application ZipRecruiter
- Partnering with Teach for America
- Utilizing a LinkedIn recruiter account, in efforts to cast a wider net to draw in both local and out-of-state talent
- Having a presence at local job fairs, distribute flyers and brochures at local community hubs, and host several open house networking events throughout the recruitment season

In addition, GDPST has a new recruiting avenue through the Alder Teacher Residency. The goal of the program is to create an additional teaching pathway for Green Dot alumni and community members. The teacher residency allows residents to earn both a Master's Degree and Teaching Credential within 2 years in Tennessee. Residents in the program shadow an expert teacher at a residency school 80% of the time and spend the remaining time participating in regional seminars with their cohort on education theory and research. State-approved Practitioner Licenses in the initial years will be awarded by the Relay Graduate School of Education, an accredited institution that is recognized nationally. Green Dot identifies mentors internally to support these residents who undergo training and collaboration efforts with other mentors.

Green Dot's teacher interview process includes five steps with the Principal being responsible for making the final hiring decision.

1. **Online Application:** The application includes a resume, cover letter and credential check, which ensures we have a pool of highly qualified staff.
2. **Phone Screen:** Green Dot will ask a series of questions to assess cultural fit, "grit" or ability to teach in an urban setting, and approach to pedagogy. This stage helps Green Dot assess whether the candidate fits the Green Dot culture, shows perseverance and passion and is reflective.
3. **Group Interview Process:** Candidates who pass the phone screen are invited to a group interview session that consists of three components
 - a. **Content Assessment:** During this component, individuals are tasked with using data to develop a follow-up lesson targeted to a specific state standard. Through this process, Green Dot assesses the candidate's ability and depth in designing a lesson plan that contains specific strategies to engage students and understanding of data to drive decision-making. Following the lesson plan creation, the candidates will rotate through one-on-one short interviews to discuss the process through which the candidate used the data and designed the lesson. This mini-interview assesses the candidate's reflection and perseverance.
 - b. **Group Article Discussion:** During this component, individuals work together to discuss specific thoughts and action steps they can take as individuals and school teams to address increasing suspension trends. Candidates are responsible for pre-reading an article and leading the discussion with one-another. This discussion serves as an opportunity for applicants to collaborate with potential peers and demonstrate effective communication skills.
 - c. **Writing Component:** As individuals rotate through steps a and b above, candidates will respond to specific scenarios and questions assessing a candidate's understanding of working in an urban

environment and an experience during which the candidate took extra steps to reach a goal while working with students.

4. **School Interview:** Finalists are invited to an in-person interview with the school site recruitment team. During this time, candidates will meet with other teachers, observe classrooms and lunch periods while interviewing directly with the administrative team.
5. **Reference and Background Checks:** Reference and background checks are conducted for finalists.

GDPST shall comply with the provisions and procedures of Education Code, including the requirement that, as a condition of employment, each new employee must submit a set of fingerprints for the purpose of obtaining a criminal record summary. No employee shall be permitted to commence work at GDPST until clearance has been obtained. All employees will undergo a criminal background check and fingerprinting as well as a child abuse registry check. Applicants will be required to provide a full disclosure statement regarding prior criminal records. All staff will be required to produce documents for U.S. employment authorization and will be required to follow all mandated child abuse reporting laws.

In addition, Green Dot will follow the practices required by the TN Board of Education with regards to contractors, volunteers and board members who have unsupervised access to children or are allowed unaccompanied access to School premises.

Recruiting and hiring classified staff

School Operations Staff at Green Dot Charter K-8 will include a School Operations Manager, an Office Assistant, and an Office Coordinator who are responsible for managing day-to-day operations of the school when at full capacity. Hiring for the School Operations Manager and Office Coordinator will start once the school's founding Principal has been identified. The Office Assistant will be hired to start in Year 2 and 3 of the school and will be identified by July before those school years begin.

GDPST recruits for School Operations Managers primarily through internal referrals and external postings, targeting Choose 901, Memphis Chamber of Commerce network, and the Latino Memphis network. We require School Operations Managers to have a bachelor's degree, experience managing others and/or managing large-scale projects, and strong analytical and problem-solving skills.

GDPST often sources Office Assistants and Office Coordinators through internal referrals and transfers (i.e. Substitute Teachers who want to join the organization). GDPST looks for individuals who have excellent organizational skills, interpersonal skills, and at least 1 year of administrative support experience.

Applicants are screened through a resume review, phone screen, skills-based assessment, in-person interview, reference checks and a school culture interview. The selection process is centralized at the regional Home Office upfront so that school leaders' time is spent reviewing qualified candidates only.

Campus Aides ensure the safety and well-being of all students and staff at each school site. Primary responsibilities include supervising and controlling of persons in and around campus buildings, facilities and areas adjacent to the school site, maintaining an orderly atmosphere, and assisting site staff in all necessary support activities.

Green Dot recruits candidates with a minimum 2 years of experience in security who have knowledge of policies and laws, and ability to direct students effectively. The campus aid hiring process is similar to that of School Operations Staff. See *Section 1.10F* for additional details on their job description.

Instructional Aides are responsible for providing academic and behavior support to SPED students in both Special Education and General Ed classrooms. They also provide heavy support to teachers in K-1 classrooms. Instructional Aides are allocated based on student needs, and their schedules are developed by school leaders in collaboration with lead teachers. Aides perform a variety of instructional tasks in such areas as reading, writing, and mathematics. They must meet ESSA requirements with a minimum of 48 hours of post-secondary coursework.

Aides go through a selection process involving:

- Resume screen
- 20 minute phone screen
- One-on-one interview with the Director of Student Support Services to review specific role expectations, discuss past experiences, and assess skill and content-knowledge.

At this point, candidates are deemed qualified for hire, and the final decision is made at the school-site.

Recruiting and hiring counselors

Counselors are responsible for providing counseling and guidance services to all students, with a particular emphasis on preparing students for high school and subsequently college. This position also requires conducting individual and small group counseling for students in need.

GDPST recruits for counselors through traditional job postings, referrals, and posting on social media counselor network groups. Counselors are required to hold a valid Tennessee Counseling credential, have a MA/MS degree in School Counseling, and have the ability to understanding unique socio-emotional needs of our students.

Counselors are selected as follows.

- Resume and application question screen
- 30 minute phone screen assessing background knowledge and experiences
- One-on-one interview with the Director of Student Support Services focused on behavioral-based questions to assess fit

Candidates deemed qualified for hire are invited to meet directly with the Principal who will make the final hiring decision

e, f) Teacher Support and Development

Over the past four years, Green Dot has worked to build an extensive teacher support and development system to foster growth in teachers' professional practice. As part of The College-Ready Promise, an educator effectiveness initiative funded by the Bill & Melinda Gates Foundation, Green Dot partnered with three other high-performing charter management organizations in California to collaborate on improving teacher effectiveness and college-readiness. Through this work, Green Dot built and implemented a Teacher Development Framework and Evaluation system.

At the heart of the Teacher Development and Evaluation System is the College-Ready Teaching Framework (CRTF) – a rubric that defines the core competencies across five domains that represent highly effective teaching (see below for the rubric).

COLLEGE-READY TEACHING	
DOMAIN 1: Data-Driven Planning and Assessing Student Learning	
Domain 1: Domain 1 Essential Questions: <ul style="list-style-type: none"> How does the teacher plan a rigorous standards-aligned lesson that is driven by data to create opportunities and supports for ALL students? How will the teacher's sequence of learning experiences/lessons move students from dependent to independent learning and mastery of the standards? 	
Standards	Indicators
1.1 Backwards Design	A) Scope and Sequence B) Data-Driven Planning
1.2 Establish and measure standards-based learning objectives for instructional plans	A) Selection of learning objectives B) Measurability of learning objectives
1.3 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences B) Creating cognitively engaging learning experiences for students
DOMAIN 2: The Classroom Learning Environment	
Domain 2 Essential Questions: <ul style="list-style-type: none"> How does the teacher work to create a learning partnership where students and teachers work together in order to master rigorous content standards? How does the teacher create an environment that is physically, emotionally, and socially safe enough for students to take academic risks? 	
2.1 Culture of learning	A) Interactions between teacher and students B) Academic Persistence
2.2 Manage student behavior	A) Behavioral expectations and response to behavior
2.3 Use smooth and efficient transitions, routines, and procedures	A) Routines, procedures, and transitions
DOMAIN 3: Instruction	
Domain 3 Essential Question: <ul style="list-style-type: none"> How does the teacher facilitate the lesson structure to allow students to carry the cognitive load and engage in rigorous, standards-aligned learning experiences throughout the lesson? 	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson B) Criteria for success
3.2 Facilitates Instruction	A) Lesson Structure
	B) Cognitive level of student learning experiences
3.3 Implementation of instructional strategies	A) Questioning B) Academic discourse C) Group structures
3.4 Monitoring student learning during instruction	A) Checking for understanding and feedback
CONTRIBUTIONS TO SCHOOL COMMUNITY AND FAMILIES	
DOMAIN 4: Developing Professional Practice	
Domain 4 Essential Questions: <ul style="list-style-type: none"> How does the teacher engage in the reflection process? How does the teacher engage in the professional learning community? How does the teacher exhibit Green Dot core values? 	
4.1 Engage in critical reflection and revision to increase effectiveness	A) Lesson Reflection B) Use in future planning
COMPLIANCE	
DOMAIN 5: Special Education Compliance	
Domain 5 Essential Questions: <ul style="list-style-type: none"> Does the special education teacher meet compliance deadlines? Does the special education teacher ensure all individualized education plans have state and federal mandated signatures? Has the special education teacher written an individualized education plan that meets Tennessee Department of Education IAIEP rubric? 	
Individualized Education Plans	Mandated Signatures
	Timelines
	Present Levels of Performance
	Annual Goals
	Progress Monitoring

Teacher Evaluation

The evaluation process for GDPST teachers is structured to provide support and coaching first and foremost that supports student achievement. The Teacher Evaluation rubric is scheduled for state approval in June. Teachers' evaluation scores comprise of the following components:

	Tested Teacher	Non-Tested Teacher
Qualitative data		
Classroom Observations	40%	60%
Family Survey	5%	5%
Student Survey	5%	5%
Quantitative data		
Achievement: TVAAS	35% (Individual TVAAS)	15% (school composite TVAAS)
Achievement: NWEA MAP or ACT	15%	15%

Classroom observations: School leaders evaluate teachers during a combination of announced and unannounced observations that occur a minimum of 6 times during the year. Each observation is followed by a de-brief. There is also a summative conference that occurs at the end of each semester.

School leaders ‘script’ what occurs in the classroom during these observations and align this evidence to the indicators in the Teacher Evaluation rubric. They then use this evidence to debrief with the teacher on strengths and areas of growth in their practice and ultimately rate teacher performance on a 5-point model from Level I (Does not Meet Expectations) to Level V (Exceptional) on each of the CRTF indicators.

Does Not Meet Expectations (1)	Approaches Expectations (2)	Inconsistently Meets Expectations (3)	Exceeds Expectations (4)	Exceptional (5)
<i>The teacher had little to no evidence of demonstrating competence on standard(s) of performance. The teacher's performance had major deficiencies and must improve (although some novice teachers might start here). Depending on amount of experience and level of interventions made, they will either be placed on an improvement plan or be considered for termination.</i>	<i>The teacher only partially demonstrated competence on standard(s) of performance. The teacher's performance had some deficiencies and must improve. They will be placed on an improvement plan.</i>	<i>The teacher demonstrated basic competence on standard(s) of performance.</i>	<i>The teacher exceeded basic competence on standard(s) for performance most of the time. This level describes solid, expected professional performance; any teacher should be pleased with scores at this level.</i>	<i>The teacher consistently and significantly exceeded basic competence on standard(s) of performance. This band is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level.</i>

All admin must go through a training and certification process before being allowed to observe to maintain calibration across schools.

Family Survey: The Family Survey is completed by parents and/or guardians, who are asked to respond to statements such as “Teachers at this school contact me regularly about my student’s academic progress” or “Teachers at this school have helped my student set high academic goals”. Since the Family Survey obtains feedback about all teachers at a school site, all teachers at that school will receive the same Family Survey score in their Evaluation.

Student Survey: The Student Survey is administered annually to about 30 randomly selected students from all of a teacher’s classes, and is designed to capture student perspectives of the classroom environment and instruction. When a teacher has fewer than 25 students in his or her classes, all of the teacher’s students will complete the Student Survey. The Panorama Survey is used to ensure that it captures relevant and meaningful data about classroom instruction. Students rate their teachers based upon standardized statements such as “My teacher treats my classmates and me with respect” or “My teacher asks questions that make me think.”

Achievement:

- For high school teachers, TVAAS scores (individual or composite), ACT growth and absolute ACT performance relative to the state overall and in comparison to subgroups are assigned to each 1-5 rating
- For middle school teachers, TVAAS scores (individual or composite) as well as NWEA/MAP percentiles or change in percentile from previous year in both reading and math are assigned to each 1-5 rating

Final performance ratings are calculated based on the inputs above and impact compensation and/or supports provided the following year.

Teacher Professional Development: Green Dot has built a PD program aligned to the CRTF and career pathways established for teachers. See *Section 2.5* for further details.

Teacher Supports

Green Dot has designed teacher supports that place an emphasis on collaboration and practicality. Administrators, as the instructional leaders on the campus, play a significant role in supporting teachers.

Administrator coaching is further supplemented by GDPST Regional Office staff who provide PD and coaching support as needed, including:

- **Curriculum Specialists:** Subject-specific instructional coaches conduct frequent observations of teachers and use this data to determine how to help teachers improve their instruction. In addition, they provide direct services to teachers in the form of data analysis, lesson planning support and coaching debriefs. They also support curriculum development and network-wide professional development.
- **The Director of Academics:** ensures that GDPST differentiates support for its educators, provides career pathways for educators to develop within the organization and holistically evaluates educators so that they are able to reflect and grow in their practice and benefit from targeted, multifaceted professional development.

Celebrating Teacher Excellence

GDPST celebrates success of teachers in a variety of ways:

- Each month, schools celebrate and recognize a Teacher of Month
- GDPST's Human Capital team gives weekly shoutouts to employees to celebrate "Greatness around Green Dot" via email
- Teachers are offered performance pay, in which 2-5% salary increases can be awarded based off of placement on the employee effectiveness band. Placement takes into account all measures of the teacher evaluation system as described earlier in this section.
- The Director of Student Support Services conducts SPED teacher and counselor appreciation throughout the year, including personalized thanks and acknowledgment

g) Unsatisfactory leadership or teacher performance

Through the Teacher Evaluation System and the Leader Evaluation System, Green Dot identifies the scale and scope of an individual teacher's and school leader's weaknesses and works collaboratively to provide a comprehensive range of professional supports. Teacher and School Leader Improvement Plans are created when a supervisor determines that a teacher or school leader does not meet, or only partially meets, the standards defined by the CRTF and Leader Evaluation Framework, respectively. The Improvement Plan calls for additional and intensified support (e.g., specific recommendations for improvement, direct assistance in implementing recommendations).

In the event that a teacher/school leader continues to show no improvement in performance or fails to meet the CRTF or Leader Evaluation Framework standards, they may be terminated at the end of the plan's duration or let go at the end of the school year. The supports that Green Dot provides teachers and school leaders who are performing below standards are personalized, in-depth and include one-on-one coaching. These supports make a measurable difference in teacher and school leader practice, and therefore the incidence of dismissal on the basis of poor performance is low.

GDPST teachers are at-will employees and as a result can be terminated at any time, with or without cause or advance notice. Due process will be executed to ensure fairness to all teachers.

In the event that school leadership or teacher changes occur mid-year, Green Dot will backfill the vacancy from quality sources. At the school site level, Principals will first look within their existing teaching staff to identify additional capacity to address mid-year teacher turnover.

h) Process for conducting criminal background checks

All offers of employment and continued employment at Green Dot are contingent upon clearance of a criminal background check in alignment with applicable law. No condition or activity will be permitted that may compromise Green Dot's commitment to the safety and well-being of its students and employees. Green Dot employees are subject to a criminal background check completed through and provided by the appropriate state agency(ies) and/or the Federal Bureau of Investigation, as deemed appropriate by Green Dot, required by law, and/or in accordance with the school's charter. All background information is stored securely with access restricted to Green Dot Human Resources or authorized personnel. Information is out of view of the public and unauthorized personnel. Conditions that preclude working at Green Dot include, but are not limited to, conviction of any controlled substance offense, sex offense, or serious or violent felony, as defined in any applicable law.

If an employee is found at a Green Dot school location without a criminal background clearance, or a background check in progress if allowable under applicable state law, he/she will be sent home and prohibited from continuing employment with Green Dot until such clearance is obtained.

Additionally, should an employee be convicted of a controlled substance offense, sex offense, or serious or violent felony as defined in any applicable law during his/her employment with Green Dot, the employee must immediately report such a conviction to his/her immediate supervisor – failure to report such an offense may result in disciplinary action up to and including termination of employment.

The cost of the criminal background check will be borne by the prospective employee.

Volunteers, consultants, independent contractors and other individuals that will perform work on behalf of Green Dot involving close proximity to Green Dot students will be subject to the criminal background check process described above. The costs for the procedure may be borne by the individual. All prospective individuals within this category should inquire with Green Dot Human Resources to confirm their responsibility of payment.

i) Proposed salary ranges and employment benefits

The proposed salary ranges and employment benefits are as follows:

Position	Salary Range	Benefits*	Incentives/Rewards
Principal	\$96K-\$130K	Standard Green Dot Benefits	Performance-based salary increases based on placement on scores from evaluation system described previously
Assistant Principal	\$83K-\$106K	Standard Green Dot Benefits	
Teacher	\$45K-\$80K	Standard Green Dot Benefits	
Counselor	\$45K-\$80K	Standard Green Dot Benefits	
Instructional Aide	\$16-17/hr	Standard Green Dot Benefits	
Campus Aide	\$16-18/hr	Standard Green Dot Benefits	
School Operations Manager	\$53K-\$55K	Standard Green Dot Benefits	
Office Coordinator	\$18-20/hr	Standard Green Dot Benefits	
Office Assistant	\$15-17/hr	Standard Green Dot Benefits	

**Standard Green Dot benefits are available to all full-time employees (30 hours/week or more): full medical, dental, vision, life and disability insurance, FICA, workers' compensation, retirement savings plans, and unemployment insurance.*

Retaining high-performing teachers: One of Green Dot's strategies for retaining high-performing teachers involves checking in early and continuously with new teacher hires to make sure they feel supported. In a teacher's early weeks, the school-site team will check-in with each new teacher. The Regional Human Capital team will also hold individualized check-ins for all teachers throughout the year and will discuss intent to return early; this is done to understand strengthen teacher experience and adequately predict hiring needs for the year.

Longer-term, we work to retain our best teachers by providing them with a voice in decision-making around policies that impact them while personalizing their career paths in meaningful ways. We have worked to add teacher leadership opportunities, which will be available to teachers at Green Dot Charter K-8, for teachers who want to stay in the classroom but grow their impact and stretch themselves (See *Section 2.4F*).

GDPST emphasizes celebrating successes using many strategies such as the Greatness around Green Dot as described previously in this section. This ensures teachers feel appreciated and leads to higher retention.

Green Dot acknowledges that building camaraderie amongst staff is a leading factor to retention as well. Green Dot uses the following strategies to promote camaraderie:

- Green Dot realizes that opportunities for collaboration with peer teachers (across subject areas and grade levels) are a critical aspect of retention. Green Dot provides both formal and informal mentors for teachers to help further their practice and offers regular opportunities for teachers to convene for professional development and build networks across schools.
- Green Dot also works to engage their teachers in the hiring process so they have a voice in defining the culture and the people they work with. They are encouraged and celebrated for referring candidates for

- open positions and they can serve on school-site hiring teams.
- The Director of Student Support Services conducts quarterly team building activities SPED teachers and counselors

Lastly, Green Dot also puts a heavy emphasis on training school leaders because we have identified the quality and effectiveness of the admin-teacher relationship to be one of the top drives of retention.

GDPST's efforts to retain teachers by creating a strong, positive culture have been recognized as it was voted by its employees as a "Top Place to Work" at the end of 2017 in the Commercial Appeal.

j) Relationship between charter school and employees

All GDPST employees are at-will. Green Dot may release an at-will employee for various reasons that may include poor performance, misconduct, or other violations of Green Dot's rules of conduct. Due process will be executed to ensure fairness to all teachers. In the case that an employee is dismissed, the final paycheck(s) will be delivered within the state-regulated time frame. In the event of an involuntary termination due to a reduction in force/downsizing, change in the organization direction, job elimination or termination for performance, Green Dot may provide severance to the affected employees. This does not apply to terminations for cause, refusal to be reassigned, or refusal to be relocated. Certificated staff members who are terminated for credential compliance issues cannot be rehired (internally or outsourced) as long-term substitutes or part-time teachers unless they have a valid ESSA compliant credential.

k) Employee manual

See *Attachment I* for GDPST's employee handbook for SY 18-19. The handbook is updated annually to ensure compliance with Federal and State regulations and would be finalized in Spring 2019 prior to opening Green Dot Charter K-8.

Staffing chart

POSITION	START-UP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6*
PRINCIPAL	1.0	1	1	2	2	2	2
ASSISTANT PRINCIPAL	0	1	2	2	2	3	3
DEAN(S)	0	0	0	0	0	0	0
CLASSROOM TEACHERS (CORE - INCLUDING INTERVENTION)	0	11	22	33	39	45	52
CLASSROOM TEACHERS (SPECIAL EDUCATION, ELECTIVE, FUNCTIONAL SKILLS)	0	5	9	15	17	19	20
STUDENT SUPPORT (COUNSELOR)	0	1	2	3	3	3	3
STUDENT SUPPORT (MENTAL HEALTH)	0	0.4	0.6	0.8	0.8	0.9	1
INSTRUCTIONAL AIDE	0	7	14	16	17	18	19
CAMPUS AIDE (SECURITY)	0	1	2	3	4	5	5
SCHOOL OPERATIONS STAFF	0.25	1.5	3	3	3	3	3

* Year 6 staffing is included to show staffing projections at full capacity (though these numbers are not reflected in the budget)

2.5 Professional Development (PD)

Professional Development for teachers

a, b, d, f) Number of PD days

The expected number of days for PD will at minimum be 13 days of full-day PD for all GDPST teachers (minimum 10 prior to school starting, minimum 3 during the year) and school-site PD/collaboration 2 times per week. As outlined below, there are many opportunities to collaborate with other peers and school leadership throughout the year -

- **10-15 days of Summer Professional Development:** 5 days specifically for new staff, 7 days with all teachers across the network, and 3 days at teachers' specific school site (see more about Beginning of the Year PD Schedule below)
- **1-3 All Green Dot Days during the school year:** a time for common planning and collaboration within subject teams across GDPST, allowing school staff to share innovative practices across the district. Curriculum Specialists will use content area teacher evaluation data to identify needs and build relevant PD to address those needs. There is no school for students on these 3 All Green Dot Days.
- **Quarterly Pullouts:** For teachers in leadership roles only (those in Safe and Civil, ILT, and Advisory teams). This is a quarterly full day opportunity for teams to collaborate.
- **Weekly School-wide Professional Development Activities:** typically, around 1 hour, twice a week on Tuesdays and Thursdays either before school starts or after school ends. Content is designed by administrators in conjunction with the Instructional Leadership Team and Curriculum Specialists. Typically, one day is professional development and the other day is focused around teacher collaboration and data review.
- **New Teacher Support:** New teachers may receive additional specialized workshops that cover topics that first-year teachers have previously struggled with such as: classroom management, using data to improve instruction and best practices in lesson planning. They would be pulled out of their classrooms at these times and sessions would be led by Curriculum Specialists.

Beginning of the Year PD Schedule

GDPST teachers have 10-15 days of Professional Development prior to the school's opening. The teachers are supported throughout this time by school leaders and Curriculum Specialists.

New Teacher Onboarding (5 days): These days are specifically designed for new teachers (new to Green Dot or new to teaching) only. Sessions are developed by the regional team and will also involve Principal input as needed and includes-

- Culture-building activities
- Introduction to Green Dot history
- Subject-specific curriculum introductions
- Clear Expectations and Classroom Management (i.e. practicing signature strategies and classroom management techniques from Safe & Civil, developing a classroom management plan, etc.)
- Strong Relationships and Strong Presence (i.e. applying the five techniques for building positive, professional, secure relationships with students; demonstrating five key elements of Strong Voice, etc.)
- Technology and systems training

Network-wide Teacher PD (7 days): These sessions are developed by the regional team and will also involve Principal input as needed and includes-

- Developing engaging curriculum
- Planning and preparation (i.e. best practices in lesson planning, writing standards-based three-part objectives, writing a cognitively engaging Day 1 lesson, etc.)
- Using data to improve instruction (e.g. reviewing data from the previous year)
- Culture and spirit building activities
- Compliance training

School-specific Teacher PD (3 days): Led by the school leaders, and include content such as -

- School Site Orientation (introductions, policies, school culture, etc.)
- Teacher-school leader meetings
- Department collaboration

c) Core components of PD plan

The core components of GDPST Teacher PD are effective teaching and data-driven instruction. This PD is primarily developed internally, though Green Dot collaborates with other charter management organizations to ensure our PD is best-in-class and instructionally sound. Green Dot provide teachers with access to PD on the specific areas of practice in which they need to grow, enabling teachers to access supports on the indicators within the CRTF that are their focus. GDPST has also planned for additional external PD that is elementary-specific, given that this is a new model to the organization.

Each PD is linked to an indicator in the CRTF framework. In order to evaluate the effectiveness of learning and the programming provided, data is collected in the following ways-

- At the end of each PD, attendees must complete exit slips providing feedback on the PD and their confidence in their ability to implement what they learned. This feedback is tracked in Tableau. Follow-up questions are incorporated in future PDs that refer back to previous sessions. Sample questions include -
 - 'I am implementing what I learned and it is improving my practice'
 - 'I can implement what I learned in the next few weeks'
 - 'I learned something that will help further my practice'
- Throughout the year, teacher effectiveness and application is tracked through observations that tie to the evaluation system. Pre and post data is tracked through the system.
- Surveys are administered to students and employees at the end of each semester to measure school culture and policies
- Student outcomes are reviewed to assess progress by the Curriculum Teams

c, f) SPED and ELL PD

Each month the special education teachers meet to review best practices to serving students with disabilities in our schools. These meetings focus on writing instructionally appropriate individualized education plans, learning intervention strategies, and updates from the TN Department of Education. GDPST's Director of Student Support Services provides broad support to all GDPST teachers in serving special populations and at-risk students in their appropriate content areas. GDPST also has a Special Education Program Administrator to specifically support our special education teachers including support on implementation of IEPs.

PD sessions for all teachers on these topics are built into the school year, and occur during the weekly PD sessions that occur on the school-site. Special Education topics include strategies for supporting students and other related topics such as modified grades, alternative portfolios, discipline of students with disabilities, etc. and occur ~2 times per semester. Frequency of EL PD and topics including communication with EL families is determined based on the size of the EL population.

e) Cultivating leadership capacity

Green Dot cultivates its leadership pipeline by growing teacher's capacity through formal Teacher Leadership positions (which are stipended) and informal leadership opportunities:

- Instructional Leadership Team (stipended, term typically lasts one year): Provides input into school instructional model; informs school wide PD; plans collaboration work with departments. Allows for teachers to take ownership in shaping and internalizing the curriculum.
- Safe and Civil Committee (stipended, term typically lasts one year): Provides input into school policies around Code of Conduct and culture and monitors discipline data via the Safe and Civil Dashboard.
- Curriculum Lead (stipended, term typically lasts two years): Facilitates collaboration, growth and curriculum across the network by hosting weekly collaboration meetings within departments, hosting observations for teams of teachers, co-facilitating summer content-based PD, and collaborating with Curriculum Specialists on curriculum resources and assessment data.
- Advisory Lead (stipended, term typically lasts one year): Green Dot schools build in a time for Advisory, in which students are grouped into cohorts with a teacher who serves as an advisor. The class time is used to go over skills that prepare students for college, leadership and life that aren't typically covered in content-focused classes. (See *Section 1.3* for further details on Advisory.) The Advisory Lead plans the scope and sequence for these classes and prepares curriculum that is distributed to teachers.
- Less formal opportunities would include serving on the School-site Hiring Team, School Advisory Council (SAC), or on the Student Support Team (SST). See *Section 2.1* for further details on SAC.

As GDPST fills upcoming school leader positions, it frequently looks to Teacher Leaders as well as the Curriculum Specialist team for potential candidates.

g) Orientation for teachers hired mid-year

An important part of teaching is ensuring teachers are provided the supports necessary to access curriculum and resources. Any teacher who begins the year after the summer professional development receives a series of supports designed to catch them up as quickly as possible. Beginning with a half-day Home Office onboarding, the teacher is introduced to the following: Connect, Google Drive, Workday (HRIS), and Outlook. The teacher then moves to the school site where administrators, Instructional Leadership Team members, and Curriculum Specialists work to introduce the teacher to content planning tools, curriculum maps, school expectations, internalization guide/lesson plan expectations, and an evaluation overview ahead of starting in the classroom. An administrator introduces each class of students to the new teacher and provides additional support during the 1-2 weeks following start date to ensure a smooth transition. Mid-year teachers also receive regular coaching from either the ILT or Safe & Civil team depending on the area of support needed. Intermittent supports may be provided based on effective instruction and curriculum implementation. These supports may include: co-teaching (with an admin or CS), video rehearsal, co-planning, demo lesson, peer observation, role play, real time coaching, etc.

PD for non-teaching staff

See *Section 2.4C* for a detailed description of professional development for administrators.

All other Green Dot non-teaching staff will attend some aspects of Summer PD. New Green Dot staff will participate in the 5-day onboarding along with the new teachers, and all staff will spend the remaining 10 days in job-specific training or preparing the school for opening (e.g. logistics, classroom setup, scheduling). All Green Dot staff are also required to attend the 3 All Green Dot Days (AGDD) throughout the year.

AGDD leads for each group are described below, along with other PD provided specifically to each group-

Counselors: Counselors have weekly check-ins with Principals and monthly half-day meetings with the Director of Student Support Services, where they receive updates from the TN Department of Education, participate in professional learning activities, review data, and identify best practices in providing academic, behavior, and emotional support to students. There is also a Counselor Professional Development Lead (PDL) who helps create the content and checks in with counselors. AGDD content is organized by the Director of Student Support Services and can be delivered by an outside partner. Content could include but is not limited to mental health supports or group counseling best practices.

Classified Staff:

- SOMs receive weekly coaching from their Principals and from the regional Operations team. The regional Operations team also meet with all SOMs bi-monthly to focus on skill building (e.g. managing teams, recruitment, and re-enrollment). AGDD content is developed by the regional Operations team.
- Office Coordinators and Office Assistants receive direct training from their SOM throughout the year. AGDD content is developed by the regional Operations team.
- Campus Aides receive Safe and Civil coaching and support from their school leaders. AGDD content is developed and delivered by the regional Behavior Specialist.
- Instructional Aides receive the bulk of their development from their school leaders, and some support from the SEPA. AGDD content is delivered by the SEPA as well as the Director of Student Support Services.

2.6 Insurance

GDPST currently has insurance coverage for existing schools that meets insurance requirements laid out by Shelby County Schools through Bolton. Bolton has a policy that it will cover new Green Dot schools. Upon approval of the charter application, GDPST will contact Bolton to add the new school to the insurance plan with the following requirements:

- Workers' Compensation (\$1,000,000)
- General Liability (\$1,000,000 per occurrence / \$3,000,000 aggregate)
 - Employer Liability
 - Sexual Abuse & Molestation
 - Commercial Auto Liability
- Excess Liability (\$10,000,000)
- Umbrella Insurance (\$10,000,000)
- Insurance for the facility and its contents (\$147,495,455)
- School Board/Professional Liability (\$5,000,000)

Bolton has agreed to meet these requirements and add coverage as necessary (for activities such as sports teams) after the charter is approved and will price the insurance addition based on those requirements. See *Attachment J* for

a letter confirming coverage of new schools from Bolton.

2.7 Transportation

a-c) Transporting students daily and for extracurriculars (including SPED students)

GDPST will map out the number of students likely to require transportation and plan to provide transportation to all students who require it. This plan will include a combination of buses, shuttles from transit centers and potentially bus passes. Specific routes will be mapped out once a facility has been identified. Buses will be secured as needed for extracurricular activities and field trips. Bussing to summer school/enrichment will be provided for SPED students. There will be no Saturday School offered.

We will likely have 4 buses for general education students and one bus for special education students once the school is at full capacity, costing ~\$50K per bus contract. Students who are in need of transportation are identified through their enrollment packet. Bus transportation is open to anyone interested who lives beyond 1 mile of the school. Bus routes are directly uploaded from EIS and Powerschool, and if there is no stop near a student, the school will look to add a stop.

In addition to the one bus for Special Education students, Green Dot will also provide additional transportation support as dictated by the student's IEP. To ensure that SPED students receive the appropriate transportation, SPED students are automatically enrolled through Easy-IEP. See *Section 1.9* on how SPED students are identified.

c) Oversight

The Director of Finance & Operations will contract with Cline Tours, a bus provider who will provide transportation for Green Dot Charter K-8 students. The Director of Finance & Operations will set rates, negotiate routes and troubleshoot problems over the course of the planning year and once a final facility has been identified. In addition, the Director will identify operators who can provide transportation for extracurricular activities and negotiate rates. The Director has an operations manager to support him in this work.

For daily oversight and emergency situations, each school's School Operations Manager (SOM) will own key decisions to ensure transportation runs smoothly. The SOM at GDPST Charter K-8 will also have 3 other school-site office staff who will support him/her in managing day-to-day operations of the school and additional support is provided by the GDPST Home Office when needed. When a situation needs to be escalated (e.g. disciplinary issue on the bus), it is referred to the Assistant Principal.

c) Compliance

GDPST will abide by all state and federal regulations regarding its transportation service, particularly including the federal McKinney-Vento Homeless Assistance Act. We will work with our transportation contractor, both during the initial negotiations and contract development and after implementation, and use additional resources (such as public transportation options) to ensure that any student that meets the qualification for being homeless or temporarily displaced will be able to remain in the school, even if temporarily living outside of the general boundaries where transportation services are provided.

2.8 Food Service

a-c) Food service plan

Green Dot Charter K-8 will provide a food service program in accordance and compliance with the nutrition regulations outlined in Education Code as well as applicable state and federal regulations. All students will be able to participate in the school breakfast and lunch program. To the maximum extent possible, the school will offer all students the opportunity to participate in available federally reimbursable school meal programs, including the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, and Child and Adult Food Care Program (Afterschool Supper).

The school will contract with SCS Nutrition, as other GDPST schools currently do, to provide its food service program on a contracted basis with the Director of Finance & Operations overseeing and managing the appropriate vendor. The Director of Finance & Operations will be responsible for working with the School Operations Manager to execute the school-wide Community Eligibility Provision (CEP) lunch program offered through SCS, which is based on federal direct certification and therefore does not require the collection of free and reduced price meal applications.

SCS Nutrition will also provide Point of Sale and Student Eligibility systems to ensure compliance and accuracy of student meal statuses and meal counts for reimbursement. Additionally, GDPST will work SCS Nutrition to ensure compliance with all other required areas of the School Nutrition Program including meal patterns and menu planning, food safety, wellness, and civil rights. Furthermore, GDPST will annually train all staff in compliance with the required Professional Standards for food service staff under the School Nutrition Program.

2.9 Additional Operations

a) Technology

Green Dot Charter K-8 will have approximately a 2:1 student-to-device ratio, similar to existing GDPST schools. By the beginning of the first year, Green Dot K-8 School will have acquired 4 full Chromebook carts (32 devices) and 2 mini Chromebook carts (15 devices), which will total 158 devices. When the school reaches full enrollment of 1,260 students, it will have roughly 740 Chromebooks. See *Attachment P* for more budget details.

Green Dot ensures that each school has a seamless wireless environment, a robust 1 gbps Internet connection, and a robust 500 mbps WAN connection between TN schools and Green Dot's data center in Inglewood, CA. In the Spring of its first year of operation, Green Dot Charter K-8 will leverage E-Rate discounts of 75% to further enhance the school's wireless environment, ensuring that each classroom has a high-density wireless access point capable of holding 60-70 connections simultaneously. This will ensure that Green Dot Charter K-8 has a wireless system that will be able to accommodate all state mandated assessments. (See *Attachment O* for cost details.)

See *Section 1.7* for information on the process and technologies Green Dot uses to collect data and share knowledge.

b) Student Information Management

In order to ensure compliance with FERPA, Green Dot Charter K-8 will annually notify parents of their rights. The annual notification will include information regarding a parent's right to inspect and review his or her child's education records, the right to seek to amend the records, the right to consent to disclosure of personally identifiable information from the records (except in certain circumstances), and the right to file a complaint with the DOE regarding an alleged failure by a school to comply with FERPA.

FERPA exempts disclosure of records to school officials with a legitimate educational interest from parental consent. Therefore, the school will also notify parents of its definitions of the terms "school official", and "legitimate educational interest." The annual notification will be published in the Student Policy Manual.

The school will provide parents with an opportunity to inspect and review his or her child's education records within

45 days following the receipt of a written request. The school will provide parents with copies of education records, or make other arrangements if necessary (e.g., the parent cannot travel to the school to view the record.)

A parent has the right to request that inaccurate or misleading information in his or her child's education records be amended. While the school is not required to amend education records, it will consider all requests. If the school decides not to amend a record in accordance with a parent's request, the school will inform the parent of his or her right to a hearing on the matter. If, as a result of the hearing, the school still decides not to amend the record, the parent has the right to insert a statement in the record setting forth his or her views. That statement will remain with the contested part of the student's record for as long as the record is maintained.

The school will not disclose personally identifiable information from a student's education records unless the student's parent has provided written consent. However, there are a few important exceptions to that rule:

- FERPA allows "school officials," including teachers, within a school to access personally identifiable information contained in education records provided the school has determined that they have "legitimate educational interest" in the information. School officials can include: teachers, school leaders, support staff, nurse/health staff, etc. As mentioned previously, a school must define both "school officials" and what it deems "legitimate educational interest" in its annual notification to parents. A school official generally has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.
- Another exception permits a school to disclose personally identifiable information from a student's education records, without consent, to another school or district in which the student seeks or intends to enroll. The sending school may make the disclosure if it has included a statement that it forwards education records in such circumstances in its annual notification of FERPA rights.
- For students who are in state custody (including foster care), the Tennessee Department of Children's Services may access a student's educational records without parental consent, and school districts are not required to notify the parents of the child before releasing the information pursuant to a court order.
- Authorized school officials may release or permit access to a student's education record, without consent, in some circumstances. School or district officials will make a reasonable effort to notify the student's parent(s) or the eligible student before making a disclosure

The school will store records in a safe and secure location, such as a locked file cabinet or another location with equivalent security.

Finally, the school will identify those categories of personally identifiable information from a student's education records considered to be "directory information," which may generally be released unless the parent/legal guardian notifies Green Dot, in writing, of his/her refusal.

c) School Health

GDPST will contract with Well Child to bring in a full-time nurse for Green Dot Charter K-8. The nurse's role will include caring for sick and injured students; providing physician-ordered medical treatments, procedures and medications; performing state-mandated screenings; attending Individualized Education Program (IEP) meetings for students with medical diagnoses and concerns; auditing immunization records; providing health education and promotion to staff and students; and providing training and delegation per state mandates to school staff.

Well Child will also provide Green Dot Charter K-8 with the following health services: Hearing and vision screenings, comprehensive health physicals, athletic assessments

Existing GDPST schools work with Well Child for these services and the organization has ensured they are compliant with the Coordinated School Health Program. The GDSPT Director of Student Support Services manages the relationship with Well Child, ensuring ongoing compliance with health regulations and overseeing the school nurse as needed.

Lastly, GDPST contracts with LeBonheur Community Services to provide SPED students with occupational therapy, physical therapy and speech language therapy.

d) School safety

For daily security needs, Green Dot Charter K-8 has planned for five Campus Aides to address issues of safety within the school. (See *Section 1.10* for job description of Campus Aide.) The Campus Aides will work to create a culture where the Code of Conduct is followed. GDPST schools will be, at a minimum, appropriately guarded by an alarm system with door and gate locks only accessible by authorized employees. In addition, Green Dot Charter K-8 will look to contract with security vendors to provide additional security on the campus as needed and will work with school police officers assigned to the school. Furthermore, GDPST budgeted for a full-time guard from Men in Blue and additional guard support for special events. If needed, Green Dot Charter K-8 will have a set of indoor and outdoor cameras to be monitored by security personnel and an automated gate at the school entrance where visitors can be identified via camera and must be buzzed in to enter the school (i.e., an electronic strike entry system with video intercom). Power School is checked to ensure whoever is picking up the student is authorized as a parent/guardian and/or emergency contact. Once Green Dot secures the final facility location for Green Dot Charter K-8, it will evaluate if additional safety and security procedures are required.

For emergencies and crises, the GDPST Executive Director, the Director of Finance & Operations and the school leaders will work to develop a school safety plan (Plan) based specifically on the needs of the school site in conjunction with law enforcement and the Fire Marshall. This Plan will include, but not be limited to, the following responses: fire, flood, terrorist threats and hostage situations. This Plan will provide faculty, staff, parent volunteers and students with site-specific emergency instructions during an emergency crisis or disaster. The Plan will delineate responsibilities of all school employees and will be organized according to the Standardized Emergency Management System (SEMS). School personnel designated to carry out specific emergency responsibilities are expected to understand the policies, procedures and systems. Training and exercises with staff members will be an ongoing component of the Plan. The Plan will be reviewed and updated annually by the school leaders, staff, and district personnel. Drills and exercises will be conducted annually. Copies of the Plan will be distributed to school employees, the GDPST Regional Office and other entities as appropriate. GDPST also has a Student Policy Manual that further outlines safety procedures. The School Crisis Plan will be developed prior to the Pre-Opening Visit to be approved by the Authorizer.

GDPST will comply with local, state and federal building codes. The school will test sprinkler systems, fire extinguishers and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times as well as conduct periodic fire drills.

e) Maintenance

GDPST has a Facilities Associate and an IT & Facilities Manager who report to the Director of Finance & Operations and develop a preventative maintenance schedule, conduct periodic inspections to assess facilities and needs and manage routine maintenance as necessary. The Director will provide support in selecting additional facilities maintenance vendors if needed.

f) Additional operational items

There are no additional operations to note.

g) Contracting with other educational service providers

We do not plan to contract with other education service providers. Therefore, we do not have a CMO agreement to include as *Attachment K*.

2.10 Waivers

STATE STATUTE	DESCRIPTION OF STATUTE	PROPOSED REPLACEMENT POLICY OR PRACTICE	HOW WILL WAIVER OF THIS STATUTE HELP STUDENT ACHIEVEMENT?
Duty Free Lunch Period: 49-1-302(e)(1)	The board shall develop and adopt rules and regulations to achieve for the 1985-1986 school year and thereafter, a duty-free lunch period for all teachers, kindergarten through grade twelve (K-12), of at least the length of the student lunch period, during which time the teacher has no other assigned responsibilities	We believe that it is important for teachers to have the flexibility to choose how they use this time. While all Green Dot teachers are encouraged to take a lunch break, many choose to use lunchtime to build relationships with students and take care of other issues that come up throughout the morning.	Allowing teachers flexibility to use their time in the way they feel is most efficient leads to better student outcomes.
Licensed Principals: 49-5-101(a)	No person shall be employed as Principal, teacher or supervisor of any public elementary or high school by any local school district, or receive any pay for such services out of the public school funds of such local school district until the person presents to the Executive Director a valid license as prescribed in this part. It is unlawful for any board of education to issue any warrant or check to such persons for services as Principal, teacher or supervisor until the person has presented for record a license valid for the term of employment.	GDPST strives to hire highly qualified leaders for all of its schools. All of Principals are required to have a credential; however, since leaders may come from out of state, it may take them time to obtain a Tennessee credential. Therefore, GDPST would like to waive this requirement for those leaders while they obtain their license in the early years of joining a school.	Having a highly effective leader at every school leads to more highly effective teaching, which ultimately drives higher student achievement. Enabling GDPST to recruit nationwide ensures that access to the highest quality leaders.
Formulation and Administration of Behavior and Discipline Codes: 49-6-3004(f)	a) The governing body of each LEA shall be responsible for formulating a code of acceptable behavior and discipline to apply to the students in each school operated by such LEA. (b) The Executive Director or other administrative head of the LEA shall be responsible for overall implementation and supervision, and each Principal shall be responsible for administration and implementation within that school.	Green Dot has a well-established and well-functioning discipline policy based on Restorative Practice. We also have a recommended code of conduct. Please refer to <i>Section 1.10E-F</i> for further details on the discipline policies.	Using Restorative Practices as our approach to discipline has been effective in strengthening school culture and academic achievement.

	(c) The governing body of each LEA shall review and, if necessary, redraft existing behavior and discipline codes prior to January 1, 1997. In formulating the behavior and discipline codes, the governing body of each LEA shall seek recommendations from parents, employees, law enforcement personnel, and youth-related agencies in the community.		
Bicycle Safety Curriculum: 49-6-1003	It is the duty of the Principal of the school or schools to instruct pupils in the art of safety against injury on the public thoroughfares, highways and streets of the state and other places where the students may come in contact with, or be in danger of, bodily injury, for at least fifteen (15) minutes in each week during the time the school is in session.	Given the extensive time required for core instruction during the school day, it is hard to commit to weekly bicycle safety but school leaders will incorporate this into other safety topics.	A heavy emphasis on literacy and math are likely to be most beneficial to student achievement; therefore, dedicating more time to these subject areas will benefit students.
Use of Unapproved Textbooks: 49-6-2206	No teacher or Principal in a TN public school shall allow the use of a textbook whose subject is excluded by the textbooks listed by the commission, unless the textbook contains a subject that is included in a textbook that was previously listed and purchased with public funds. Principals and teachers in violation of this provision shall be fined.	As GDPST adapts curriculum for use in grades K-5, it may want to innovate to provide students access to the best standards-based materials aligned to this curriculum.	Using high quality materials that are aligned to the Green Dot academic model and curriculum will enable the highest student achievement.
Custody of School Property: 49-6-2004	(a) The custody of all county school property shall be with the county board of education. (b) The board may designate the Principal teacher of the local school, during the school term, or the truancy officer, to look after the protection and preservation of school grounds, houses and equipment.	Since Green Dot will have full ownership over operating the facility and will incur all associated costs, we must also maintain custody over the property.	Maintaining control over our own building will enable us to make facility decisions that are in the best interests of our students.
Capital Outlay: 49-3-311	The state board shall establish minimum standards for school sites, including locations, school attendance centers, the	As Green Dot will fully manage its own facility, we would like to also have the ability to improve the facility as needed.	Having flexibility to improve facilities to best address our student needs will

	construction of buildings for school purposes, the remodeling or renovation of buildings for school purposes of a capital outlay nature and for equipment for buildings for school purposes. No board shall obligate or expend any state or local school funds for any project of a capital outlay nature that does not conform to the standards adopted by the state board as authorized in this section.		support higher performance.
Licensed Personnel Salaries: 49-3-306(a)	The commissioner, as approved by the state board of education, shall annually formulate a table of training and experience factors and a state salary schedule to be effective for each school year, which shall be applicable to all licensed personnel in every LEA	Green Dot has developed a salary schedule for teachers based on an evaluation system that will be submitted for approval by the state in June. See <i>Section 2.4</i> for a description of the evaluation system and associated salary schedule.	We believe that our compensation system allows us to attract and retain the most highly effective teachers in our classrooms.
Tenure: 49-5-501-513	The statutes within this section outline a variety of requirements for teachers with tenure.	GDPST is an at-will employer and would like to maintain the flexibility to retain and let go of teachers based on performance evaluations and not tenure.	Having the most highly effective teachers in classrooms regardless of tenure is best for student achievement.
Leave: 49-5-702-713 and 49-5-806-810	Requirements for substituting/replacing teachers during leave of absences are outlined here.	We would like to have the flexibility to decide the best way to respond to a leaves of absence depending on the specific circumstances.	This would give Green Dot the flexibility to determine the best way to manage a leave of absence without impacting students.

STATE BOARD RULE	DESCRIPTION OF RULE	PROPOSED REPLACEMENT RULE OR PRACTICE	HOW WILL WAIVER OF THIS RULE HELP STUDENT ACHIEVEMENT?
Library Information Center 0520-1-3.07(2); 0520-1-3-07(3)	The requirements in this rule specify personnel, including the need for a library information specialist with endorsement as a library information specialist for all high school of our size, and material procurement.	Given resource constraints, the school may not have a librarian but we will still ensure that students are able to access and use the library by leveraging existing staff. We would also like to maintain flexibility on library resources based on our students' needs.	Allowing students access to a library and ensuring there are supports to guide them, even if not in the form of a librarian, will ensure that they are still getting the most out of the resource.

2.11 Network Vision, Growth Plan, & Capacity (for existing operators)

a) Network strategic vision - GDPST

GDPST currently has 4 transformation schools and 1 independent school in its portfolio. We believe that opening at least 2 more schools in the next five years optimizes our ability to provide a quality education to more students in Tennessee, while also helping GDPST achieve the scale required to reach financial sustainability. This plan brings us to a network total of 7 schools serving ~3,800 students by SY 23-24. To achieve this vision, we plan to open the proposed Green Dot Charter K-8 of ~1,260 students in SY 20-21, as well as open 1 independent high school of ~600 students in SY 21-22 to close the feeder pattern for Wooddale Middle School. Besides the proposed Green Dot Charter K-8, there are currently no other pending charter school applications from GDPST.

GDPST schools currently serve a predominantly African American student population with the vast majority of students qualifying for Free and Reduced Lunch (FRL). ~12% have Special Education (SPED) needs and ~5% are English Language Learners (ELLs). The schools operate in the Whitehaven and Southeast Memphis neighborhoods. Criteria for selecting target markets/communities include gauging academic and socioeconomic need, existing community support, and growth in student population. In addition, Green Dot was matched for four of the transformation schools through the ASD community matching process, with the communities expressing support of Green Dot joining the community.

Green Dot Charter K-8 and the additional new school will continue to serve a similar population of students, likely within these same neighborhoods, because the goal of new schools is for them to serve as feeder patterns for existing Green Dot schools so that students have access to a great education from Kindergarten all the way to 12th grade.

While there are other options available to K-8 students, these options are not sufficiently large to serve all students who are currently being academically underserved. GDPST's middle and high school students continue to enter Green Dot multiple grade levels behind, and because of that we see a gap that needs to be filled. Expanding the network to include elementary students will allow GDPST to have full control of a student's learning from its beginnings to sending the student off to college.

b) Overall growth plan

The Green Dot network extends to California and Washington state, but because GDPST is a separate entity, the growth of other regions within the Green Dot network does not affect GDPST.

c) Capacity to execute

GDPST has grown to serve ~2,000 students since assuming operation of its first school in SY 14-15. Green Dot plans to successfully execute growth plans by deploying existing and additional resources upon the approval of Green Dot Charter K-8:

- The GDPST Regional Office has grown to over 15 employees, giving it an increased capacity to serve more schools at equally high service levels. As the team becomes more established, it will continue to support existing and new schools in a quality manner, providing more centralized supports as the region expands. Over time, the team has systematized more processes to best support future growth efforts. Many of the Regional Office roles that support a cluster of schools have the capacity to support additional schools. For example:
 - GDPST plans to have 5 Curriculum Specialists to support all schools including Green Dot Charter K-8, that support ELA, ESL, Math, History and Science. This role typically supports up to 4 schools so Green Dot has some additional capacity

- The Director of Finance & Operations currently supports all 5 GDPST schools. His counterpart in Green Dot California, the Operations and Finance Managers, currently support 6 schools. In addition, the Director of Finance & Operations has the support of an Operations Manager.
- Green Dot Charter K-8 will also be supported by GDPSN through shared services (see *Section 2.12*) and by leveraging best practices and lessons learned from the Green Dot network's 18-year history. GDPSN has experience supporting growth in 3 different states and has scaled staff appropriately to match needs at each stage of growth.

See *Section 4.1* for data that demonstrates the high performance of our schools, showing that we have had the organizational capacity to support growth in the past and have the capacity to sustain future growth.

d) Schools previously approved that failed to open

No schools have been previously approved by this authorizer that failed to open or did not open on time.

e) Results of past replication

Green Dot has successfully transformed the school culture at its 4 transformation schools and is accelerating student growth and achievement. This is evidenced by the increased graduation rates, decreased suspension rates, and high rates of parent satisfaction. Please refer to *Section 4.1* for additional details of past replication efforts.

Particular challenges encountered and lessons learned:

- GDPST's transformation schools have historically faced challenges around student enrollment due to enrollment limitations applicable to ASD schools serving students zoned to attend bottom 5% schools. Based on these experiences, we have learned that deep enrollment support for schools at an early stage is critical. Bluff City High School, our newest school that opened in SY 17-18, was able to not only fill its founding class, but also generate an interest list twice the size for its next 9th grade class due to improvements to GDPST's multi-pronged recruitment strategies including:
 - Moving from paper registration to online registration via SchoolMint
 - Employing more personal, proactive, and data-driven recruitment and retention tactics (e.g. conducting extensive phone-banking to current families)
 - Increasing communication across school and home office teams (e.g. sharing enrollment numbers and best practices weekly)

We believe that we will be equally successful in enrolling students for the proposed Green Dot Charter K-8 using these strategies. See *Section 1.11* for more information on student recruitment.

- Supporting teachers to deliver rigorous standards-aligned content was initially a challenge for GDPST, given the transition in standards and assessments, particularly in the context of the first few years of a transformation. To better support our teachers, we have been working with Instruction Partners to evolve to using common curriculum that is more comprehensive and rigorous. Now, our new teachers can focus on classroom management and creative teaching, and spend less time on curriculum design. See *Section 1.3* for more information on curriculum.
- While fundraising is not central to the GDPST model, we must secure outside funds annually due to high costs of serving a large special education population and high facility costs. Historically, GDPST has relied on the GDPSN Development team to secure large grants from foundations. To diversify funding sources, a

new Development Officer based locally in Tennessee has been hired to build deeper local fundraising connections and supplement the work of the GDPSN Development team.

- GDPST schools needed to adapt how they collect and use data to drive instruction in the midst of various data challenges and changing summative assessments. To address this challenge, we have strengthened our interim data strategy to incorporate MAP testing for middle schools and iReady testing for high schools. By evaluating our students at the beginning of the year and measuring growth against that benchmark throughout the year, teachers and school leaders can now use this data to actively inform their teaching.
- Students who join our middle and high schools are consistently multiple grade levels behind, which makes it challenging to make our students fully college ready in a short period of time. To address this challenge, GDPST hopes to start serving students earlier by opening Green Dot Charter K-8.

f) Anticipated risks

The biggest risks that GDPST anticipates to achieving the 5-year vision outlined here include achieving full enrollment of all schools, serving high populations of special education students in a financially sustainable way, and securing facilities for all independent schools.

- Enrollment continues to be a challenges for GDPST's transformation schools due to misinformation and recruitment limitations. In order to fully enroll all schools in the upcoming years, GDSPT will continue to implement updated enrollment strategies (see *Section 2.11E*) as well as build up feeder patterns that promote higher levels of articulation. Because GDPST already has deep relationships with its surrounding community, working with key influencers as well as asking Green Dot families and the Fairley and Hillcrest alumni groups to spread the word will likely be effective in the Whitehaven neighborhood. See *Section 1.11* for more strategies around student recruitment.
- In addition, GDPST schools currently serve large populations of special education students. Going forward, the schools will need to accurately estimate the size of their special education populations, identify resources required to support them, and determine a financially sustainable way to meet those needs.
- Finally, GDPST will need to secure facilities for all independent schools at a reasonable price and within the timeframe required to start the schools and expand them each year to add new grades. The Green Dot Real Estate team will follow the contingency plan outlined in *Section 2.3* to ensure that the schools are ready by the first day of school each year.

g) Facility

No facility has been identified yet. See *Section 2.3* for plans to identify a facility.

h) Annual report

See *Attachment L* for GDPST's annual audited Financial Statements from FY 18.

2.12 Network Management (for existing operators)

a) Org leadership team

The GDPST Leadership Team consists of the following staff-

- **Executive Director (Megan Quaile):** The GDPST Executive Director is responsible for the overall success of the GDPST and all GDPST schools and provides coaching and support to school leaders . She manages

the GDPST Leadership Team. Megan Quaille formerly served as Green Dot's Vice President of Education. (See *Section 2.4* for additional details on Quaille's background.)

- **Director of Academics (Chrystie Edwards):** The Director of Academics oversees curriculum and assessment development. She ensures that GDPST differentiates support for its educators, provides career pathways for educators to develop within the organization and holistically evaluates educators so that they are able to reflect and grow in their practice and benefit from targeted, multifaceted professional development.
- **Director of Finance & Operations (Dan Penaranda):** The Director of Finance & Operations manages the financial and operational aspects of the GDPST Regional Office and all GDPST schools. The Director of Finance & Operations works closely with Principals to determine the budgets and resource allocations for the schools and manages the facilities and IT teams.
- **Director of Student Support Services (Lameika Pegues):** The Director of Student Support Services oversees Special Education and social-emotional learning at GDPST. She provides support through SPED program development and implementation, compliance monitoring, professional development and psychologist supervision and management. She also manages the overarching vision for counseling and clinical services.
- **Director of Human Capital & Human Resources (Randi DeMagistris):** The Director of Human Capital & Human Resources leads recruitment and selection efforts of teacher and school leader candidates. In addition, she manages personnel matters, compliance, and onboarding for GDPST.
- **Director of Community Engagement & Public Relations (Jocquell Rodgers):** The Director of Community Engagement & Public Relations manages all community partnerships and activities for the school sites and Regional Office. She coordinates parent engagement and training across GDPST schools. She also supports the GDPST Director of Finance & Operations in student recruiting efforts to ensure student enrollment targets are met.

b) Network organizational charts

See *Attachment M* for GDPST's network organizational chart. This organizational chart represents the size of the GDPST Regional Office in the next five years when it is operating 7 schools (our five current schools, 1 potential K-8 to open SY 20-21, and 1 potential HS to open SY 21-22).

The size of the Regional Office is assumed to remain largely the same in Y3 and Y5 because GDPST strategically hired staff early to be able to support their current transformation and independent schools as well as the future growth in schools they may experience. Depending on what schools may need in the future, GDPST will consider adding one more academic regional staff, whether that be a Curriculum Specialist or SPED Program Admin.

c) Shared services

Green Dot Charter K-8 will receive a combination of services from Green Dot Public Schools National (GDPSN) and GDPST. This allows GDPST to focus on providing high quality service to local stakeholders while benefiting from GDPSN's 19 years of expertise and learning.

The following services are *provided primarily by GDPSN* as they are scalable, systems driven, and efficient: Accounting and Compliance, Finance, Knowledge Management, and Strategic Planning.

The following services are offered in as a seamless *combination from GDPSN and GDPST* to leverage expertise nationally, manage local handoffs and ensure alignment: Human Resources, Information Technology, Operations, Policy, Legal, Development, and Communications. For each of these functions, there will be local GDPST staff

member(s) who provide on the ground support and local context. Their efforts will be supplemented by systematized network level supports from GDPSN staff within these same departments.

The following services are provided *primarily by GDPST* as they are highly localized, though best practice sharing will still occur across the Green Dot network: Curriculum selection and supports, Coaching of teachers and school leaders, Human Capital, Community Engagement, and Student Services and Special Education.

The support schools receive across these categories is seamless and they pay no higher than 13.5% of public revenues in exchange for services across both GDPST and GDPSN. The National office will receive 7% of the 13.5% fee paid by schools, while the Regional office will receive the remaining 6.5%. All schools within GDPST will pay the same percentage fee, as absolute amount varies on number of students enrolled. Each function will seek to distribute services equitably, where a new school may need more support than an established school. No school can exhaust the support they need from the central and regional offices, for each office will serve the schools to the best of its ability. If a school has lower than expected enrollment, it will pay a lower fee in terms of absolute dollars (although the percentage will remain the same). Green Dot Public Schools National and Green Dot Public Schools Tennessee will work together to best support all schools.

As described above, some National functions include Finance, Accounting, Data Management, Information Technology, and Community Relations, while some Regional functions include Recruitment/Hiring, Facilities and Vendor Management, Procurement, and Curriculum (see more information in chart below). Refer to the network budget *Attachment Q* for costs within the Green Dot network.

Whenever a need surfaces at a Green Dot school, the network will ascertain the level of need and work with school leaders to design a solution. For example, GDPST has robust specialist education programming across all schools, and is also considering building up STEP programming for students with behavior disorders. However, there are a set of students for whom this support is insufficient. As a result, GDPST pays for outplacement of ~10 students per year.

The successful delivery of GDPSN and GDPST Regional Office services will be measured using informal and formal methods. Formally, services will be measured at least once per year as part of Green Dot's Home Office survey (including evaluation of the GDPST Regional Office for GDPST schools). Teammates will be asked to provide feedback on various services provided by the GDPST Regional Office and GDPSN. Another formal process includes Regional and National joint feedback process which takes place in the Spring, where each regional department will give input on their working experience and satisfaction with other departments' work. This is done in the spirit of continuous learning within the organization. Throughout the year, the GDPSN and GDPST Regional Office will also monitor performance dashboards for their respective departments to ensure effective delivery of services to the GDPST schools, and the regional leaders will collaborate as part of the organization-wide leadership team.

Decision-making responsibilities

FUNCTION	NETWORK DECISION-MAKING	SCHOOL DECISION-MAKING
Performance Goals	GDPST Leadership Team sets organizational goals for student achievement, school culture, parent & community engagement, highly effective employees and school model. These goals align to the broader Strategic Plan of the Green Dot network as a whole.	Principals with input from the GDPST Executive Director set school-specific goals.
Curriculum	The GDPST Academic Team (Executive Director, Director of Academics, and Curriculum Specialists) sets instructional guidelines and provide guidance on curriculum.	Principals/teachers think through how to implement the curriculum within their school.

Professional Development	GDPST Academic Team including Curriculum Specialists develop processes and tools for coaching, evaluating, and supporting teammates as well as facilitate network-wide and region-wide leadership retreats and training.	Principals and Department Chairs provide weekly professional development for teachers.
Data Management and Interim Assessments	GDPSN Information Technology Team and Knowledge Management Team along with GDPST IT & Facilities Manager and IT Analyst maintain data infrastructure and reports that enable school-site teammates to access assessment data.	Principals and teachers administer interim assessment and review and analyze data to inform daily instruction.
Promotion Criteria	GDPST Academic Team develops student promotion policies and criteria.	School leadership makes promotion decisions based on student data.
Culture	GDPST Leadership Team promotes the organization's core values and administers annual surveys to solicit feedback on teammate, parent, and student satisfaction and affiliation.	School leadership promotes the organization's core values, cultivates and maintains school community culture.
Budgeting, Finance, and Accounting	GDPSN CFO Consultant sets network-wide budget goals and objectives; GDPSN Controller establishes network-wide accounting policies; GDPSN Controller and Director of Finance & Operations complete national reporting; GDPST Director of Finance & Operations develops regional and school-wide budget assumptions and completes required state and local reporting requirements.	Principals make spending decisions, ensure enrollment and attendance targets are met and conduct monthly monitoring of budget with support from GDPST Director of Finance & Operations.
Student Recruitment	GDPST Director of Community Engagement & Public Relations and Director of Finance & Operations and GDPST Executive Director provide guidelines and support. GDPST Director of Finance & Operations works with school leadership to implement the student recruitment strategy.	School leadership executes student recruitment strategy.
School Staff Recruitment and Hiring	GDPST Director of Human Capital & Human Resources develops network-wide policies and related systems and tools and initial resume screening. The team is also responsible for local recruiting events, sourcing a pool of applicants, supporting school and screening and selection process, and disseminating onboarding materials for new employees.	School leadership and staff participate in recruiting and screening. Principals make the final hiring decisions.
H/R Services (payroll, benefits, etc.)	GDPSN Knowledge Management, GDPSN HR team, and GDPST HR team manage and maintain HR systems. The GDPSN HR team provides guidance around HR and payroll systems. GDPST Director of Human Capital & Human Resources oversees local employee relations needs.	School Operations Managers facilitate timely submission of timesheets and ensures employees are following all required employment law and health & safety requirements.
Development/ Fundraising	GDPSN VP of Development, along with a Director of Development staffed locally in Tennessee, identifies and secures funds that benefit the entire network or groups of schools within the network.	Principals and Assistant Principals may seek out additional funding to support specific school programs and may develop a school-site fundraising plan.
Community Relations	GDPSN Director of Communications supports GDPST Director of Community Engagement & Public Relations in overall public and community relations strategy. GDPST Director of Community Engagement & Public Relations conducts local community outreach, builds community partnerships, coordinates parent engagement/trainings across schools and supports the GDPST Director of Finance & Operations in student recruitment/student enrollment activities.	School leadership manages community and parent relations and partnerships.
I/T	GDPSN Information Technology team manages vendor relationships, establishes Green Dot's overall network infrastructure, and designs model for teacher and student facing technology. GDPSN also provides a network-wide Help Desk to solve IT and Knowledge management related issues. GDPST IT team maintains local IT equipment and network.	School site staff escalates IT pain points and needs, and ensures appropriate safeguards are in place to protect IT assets.

Facilities Management	GDPST Director of Finance & Operations negotiates new and renewed facility leases, leads major capital improvement work, and provides support in selecting facilities maintenance vendors.	Principal escalates when facilities support is needed.
Vendor Management / Procurement	GDPST Director of Finance & Operations develops process to select vendors for services and supplies. GDPST Director of Finance & Operations identifies and selects region-wide contracts, manages local vendor relationships and purchases any significant services and goods.	Principals purchase services and goods under a certain threshold (approval needed by GDPST Director of Finance & Operations and/or the GDPST Executive Director if limits are exceeded).
Student Support Services	GDPST Director of Student Support Services establishes special education instructional model, ensures compliance and creates a network of partnerships to supplement student services.	School leadership identifies and delivers support services to individual students.

2.13 Network Governance (for existing operators)

a-f) GDPST Board

The existing GDPST Board will govern all GDPST schools and is the entity that has ultimate responsibility for the schools. While schools will not have independent boards, they will each have a School Advisory Council (SAC) that includes parents and advises the GDPST Board on many topics. To ensure that individual schools' interests are balanced with network interests, the Board will consider implications for the school and network, hear from stakeholders, and govern accordingly. GDPST's board size is in line with peer organizations. Green Dot has a high ratio of board members / student with 7 board members for 2k students. GDPST believes that governance does not scale at a per student basis and that a board of 7 members is well-suited to oversee the operations of its schools. See *Attachment F3* for Board by-laws.

See *Section 2.1* for further details on the GDPST Board including org chart, details of the SAC, size and composition, powers and duties, and evaluation of success.

Green Dot Public Schools Tennessee is part of the Green Dot Public Schools network. Within the Green Dot network, there are currently six entities: Green Dot Public Schools National (GDPSN), Green Dot Public Schools Washington State (GDPSW), Green Dot Public Schools California (GDPSW), Green Dot Public Schools Tennessee (GDPST), United Parents and Students (UPAS), and Delta. Each entity is separately incorporated and has a separate/local Board of Directors. Green Dot shifted to this model in order to appropriately separate funds across States, separate liability across States and ensure that the laws of one state do not apply to the other regions, while also creating links so that best practices are leveraged.

2.14 Charter School Management Contracts (if applicable)

Not applicable. GDPST will directly manage all aspects of GDPST schools. Therefore, we do not have an *Attachment N*.

2.15 Personnel/Human Capital - Network-wide Staffing Projections (for existing operators)

This staffing chart represents the size of the GDPST Regional office when it is operating 7 schools within the next five years (our 5 current schools, the proposed Green Dot Charter K-8 opening in SY 20-21, and a proposed Green Dot Charter High School potentially opening in SY 21-22).

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Elementary Schools	0	0	0	0	0
Number of K-8 Schools	1	1	1	1	1
Number of Middle Schools	2	2	2	2	2
Number of High Schools	3	4	4	4	4
Total Schools	6	7	7	7	7
Student enrollment	2,588	3,101	3,485	3,650	3,810
GDPST Regional Office					
GDPST Executive Director	1.0	1.0	1.0	1.0	1.0
Director of Academics	1.0	1.0	1.0	1.0	1.0
Curriculum Specialist	5.0	5.0	5.0	5.0	5.0
Director of Finance & Operations	1.0	1.0	1.0	1.0	1.0
IT Analyst	1.0	1.0	1.0	1.0	1.0
IT & Facilities Manager	1.0	1.0	1.0	1.0	1.0
Operations Manager	1.0	1.0	1.0	1.0	1.0
Facilities Associate	1.0	1.0	1.0	1.0	1.0
Director of Student Support Services	1.0	1.0	1.0	1.0	1.0
Behavior Specialist*	1.0	1.0	1.0	1.0	1.0
SPED Program Admin*	1.0	1.0	1.0	1.0	1.0
Director of Human Capital & Human Resources	1.0	1.0	1.0	1.0	1.0
Recruiter	1.0	1.0	1.0	1.0	1.0
Human Resources Associate	1.0	1.0	1.0	1.0	1.0
Director of Community Engagement & Public Relations	1.0	1.0	1.0	1.0	1.0
Total Regional Office FTEs	19.0	19.0	19.0	19.0	19.0
K-8 SCHOOL STAFF					
Principal	1.0	1.0	2.0	2.0	2.0
Assistant Principal	1.0	2.0	2.0	2.0	3.0
Dean	0.0	0.0	0.0	0.0	0.0
Classroom teachers	11.0	22.0	33.0	39.0	45.0
Classroom teachers (non-core – special education, elective, functional skills)	5.0	9.0	15.0	17.0	19.0
Student Support (Counselor)	1.0	2.0	3.0	3.0	3.0
Campus Aide	1.0	2.0	3.0	4.0	5.0
Instructional Aide	7.0	14.0	16.0	17.0	18.0
School Operations Staff	1.5	3.0	3.0	3.0	3.0

Total FTEs at K-8 Schools	28.5	55.0	77.0	87.0	98.0
MIDDLE SCHOOL STAFF					
Principal	2.0	2.0	2.0	2.0	2.0
Assistant Principal	4.0	4.0	4.0	4.0	4.0
Dean	2.0	2.0	2.0	2.0	2.0
Classroom teachers	53.0	53.0	53.0	53.0	53.0
Classroom teachers (non-core – special education, elective)	17.0	17.0	17.0	17.0	17.0
Student Support (Counselor)	4.0	4.0	4.0	4.0	4.0
Campus Aide	8.0	8.0	8.0	8.0	8.0
Instructional Aide	11.0	11.0	11.0	11.0	11.0
School Operations Staff	6.0	6.0	6.0	6.0	6.0
Total FTEs at Middle Schools	107.0	107.0	107.0	107.0	107.0
HIGH SCHOOL STAFF					
Principal	3.5	4.0	4.0	4.0	4.0
Assistant Principal	6.0	7.0	8.0	8.0	8.0
Dean	1.0	1.0	1.0	1.0	1.0
Classroom teachers	57.0	63.0	69.0	75.0	82.0
Classroom teachers (non-core – special education, elective)	30.0	32.0	34.0	35.0	37.0
Student Support (Counselor)	6.0	7.0	7.0	8.0	8.0
Campus Aide	9.0	10.0	11.0	12.0	12.0
Instructional Aide	8.0	10.0	10.0	11.0	12.0
School Operations Staff	7.5	9.0	9.0	10.0	10.0
Total FTEs at High Schools	128.0	143.0	153.0	164.0	174.0
TOTAL NETWORK FTES	282.5	324.0	356.0	377.0	398.0

**These regional positions were included in the school-site budgets as a percentage allocation.*

This staffing plan is aligned to the educational program and is conducive to the network's success because it represents the staffing needed to successfully execute the Green Dot Model. There are no plans to grow the Regional office staff, as this model is sufficient to fully support 7 schools. For example, a Curriculum Specialist can support up to 4 schools on his/her own, yet GDPST currently will have 5 employed to specialize in different subjects. This ensures ample support given to each school, on top of the fact that CS's are starting to shift more of their time to coaching teachers rather than curriculum development (due to adoption of externally developed curriculum).

2.16 Personnel/Human Capital – Staffing Plans, Hiring, Management, and Evaluation (for existing operators)

a) Org structure of proposed school

At its full capacity, GDPST Charter K-8's school leadership structure will be split into K-5 and 6-8 grades. There will be 1 Principal and 1 AP leading 47 teachers on the K-5 side, and 1 Principal and 2 APs leading 25 teachers on the 6-8 side (middle school programming takes more resources). The school leaders will divide responsibility in supporting and evaluating teachers within their span.

The School Operations Manager (SOM) will report to both Principals, and the Office Assistant and Office Coordinator will report to the SOM. Campus aides will report to the Assistant Principal(s) in their span and counselors and other support staff will report to the Principal overseeing their span.
See *Section 2.4A* for details.

b) School organization chart

See *Attachment G* for the school's organizational chart.

c) Relationship to network organization

The school organization is connected to the network through the Principal, who reports to the GDPST Executive Director. Teachers and school leaders receive support from central office staff throughout the year, through coaching, professional development, collaboration time, and one-off troubleshooting.
See *Section 2.4a and 2.4b* for details.

d) Sourcing and training potential school leaders

Upon authorization, GDPST will quickly work to identify a Principal. Green Dot has a well-established process for sourcing and selecting school leaders externally. The Administrator-In-Residence program is a 1-year immersive learning program that serves as a pipeline for eventually filling administrator needs. Other external sourcing strategies include using a headhunter (e.g. Treehouse Partners) and reaching out to human capital organizations (e.g. New Leaders for New Schools, New Memphis, Teach for America, Tennessee Charter Center, Tennessee New Leaders). In addition to the recurring PD days throughout the year, New Leader Boot Camp is a 2-4 day training session that helps new leader acclimate to the Green Dot culture and forge bonds.

See *Section 2.4d* for more details and for the ways in which GDPST supports and trains school leaders.

e) Hiring teaching staff

Green Dot has a well-established process for sourcing and selecting school leaders externally. Examples of some strategies are - presenting at top education programs, advertising on social media, utilizing LinkedIn, and having a presence at local job fairs. A unique avenue GDPST is pursuing currently is the Alder Teacher Residency, a 2-year program where residents shadow an expert teacher at a host school (one of our GDPST schools) and spend the remaining learning education theory and research. The goal is to create an additional pathway for Green Dot alumni and community members to become a teacher and work at Green Dot.

Candidates going through the hiring process must undergo an online application, a phone screen, a group interview process, a school interview, and reference and background checks. GDPST believes that only high quality teaching staff will be selected through this process.

See *Section 2.4d* for details on how GDPST seeks to recruit and hire the most qualified teachers.

f) Unsatisfactory leadership

All Green Dot staff are at-will employees, and due process will be executed to ensure fairness. GDPST will handle unsatisfactory leadership and teacher performance through the evaluation system. If the staff member does not meet or only partially meets the standards defined by their evaluation framework, an Improvement Plan is created, which is

inclusive of intensive support. In the event that the staff member shows little to no improvement, they may be terminated at the end of the plan's duration or let go at the end of the school year.

In the case of leadership or teacher changes or turnover in the middle of the school year, In the event that school leadership or teacher changes occur mid-year, Green Dot will backfill the vacancy from quality sources. At the school site level, Principals will first look within their existing teaching staff to identify additional capacity to address mid-year teacher turnover.

See *Section 2.4g* for details on how GDPST handles unsatisfactory leadership or teacher performance.

3. FINANCIAL PLAN AND CAPACITY

3.1. Planning and Budget Worksheet

Submitted as *Attachment O*.

3.2 Budget Narrative

Submitted as *Attachment P*.

3.3 Financial Plan (for existing operators required to complete sections 3.1 and 3.2).

a) Fiscal Health: GDPST's schools are in sound fiscal health. Per GDPST's FY18 audited financials, the organization has healthy net assets of \$1.2M. GDPST currently has three loans, one in the amount of \$585K at 1% annual interest from CSGF Memphis, LLC for Wooddale Middle School, another in the amount of \$820K at 2% annual interest from CSGF Memphis, LLC for Kirby Middle School and Hillcrest High Schools and a third in the amount of \$2.7M at 5.75% annual interest with a 20 year amortization for Bluff City High School's Phase 1 building construction. The Wooddale loan may be converted to grant by December 31, 2020 or upon successful completion of outlined milestones in the loan agreement. If the loan is not converted to grant, GDPST will be required to pay back \$285K of Principal by December 31, 2021 and the remaining Principal and accrued interest by December 31, 2022. Green Dot will begin repaying the \$820K loan beginning in August of 2018 and has planned accordingly.

As described in other parts of the narrative, Green Dot prioritizes minimizing expenses and getting as much funding to the classroom as possible. In addition, the network's fiscal health will continue to improve over time as it continues to make gains in enrollment and independent schools are fully phased in. Each school has a path to sustainability with a reasonable enrollment target and conservative cost growth. In addition, GDPST has worked to optimize recruitment efforts so that re-enrollment efforts do not compete with bandwidth for recruitment efforts and the Director of Community Engagement has focused on broadening partnerships with existing GDPST families, their community hubs, and the Fairley and Hillcrest Alumni Groups.

b) Fundraising Goals: GDPST and its schools are supported by a GDPSN Development team that consists of seven full time employees including a Vice President of Development, a grant writing team and a Director of Development wholly dedicated to GDPST. On an annual basis, the development team reviews the board approved Green Dot five-year budget to set fundraising goals. They then review and update the fundraising strategic plans to ensure they can meet or exceed fundraising to fill any remaining gap after committed funds. The plan outlines goals and targets across Foundations, Corporate Partners, Board members, High Net Worth Individuals and Ambassadors as well as plans for State and Federal grants. In addition, the team identifies which programs are likely to be most compelling for funders, such as after-school programming and athletics. GDPST recently undertook this process and identified a short-list of philanthropic priorities for the upcoming year, including the set of programs associated with school transformation, college and career readiness and athletics and music. In addition, GDPST is also exploring how to fundraise for partner organizations so that they are able to provide their services to GDPST at low or no cost.

Green Dot's fundraising strategies over the next five years include, but are not limited to:

- Building partnerships with private foundations
- Applying to competitive state & federal grants as available, such as the 21st Century Community Learning Center Grant
- Applying to competitive private grants as available

- Maintaining existing relationships and building new relationships with local foundations
- Leveraging Green Dot Board members for Give or Get campaigns
- Building an Ambassador program to allow individuals to “adopt” a school
- Building individual relationships with high-net-worth individuals for ongoing giving

Green Dot has secured Replication and Expansion funds for new schools through 2018-2019. Green Dot is in the process of working with the Department of Education to extend this grant through Fall 2020 and we expect to be granted a no cost extension. This would enable us to cover at least ~\$250K in planning year costs for Green Dot Charter K-8 if the school opens in 2020-2021. Green Dot would seek approval for an additional extension of the grant to cover ~\$500K of the Green Dot Charter K-8's costs in Year 1.

Green Dot's seasoned development team has raised between \$7 - \$10MM annually nationally. In addition, GDPST's Director of Development, Cynthia Todd Graham, has a track record of raising funds locally in Memphis with prior experience as the Director of Major Gifts at Memphis Union Mission and Presbyterian Day School as well as the Director of Corporations and Foundations at Le Bonheur Children's Medical Center. On an ongoing basis (after all new schools are fully enrolled), Green Dot anticipates raising ~\$100 per student in the region.

Lastly, new State or Federal grants have not been reflected in the fundraising projections. However, GDPST has a strong track record in this area and will continue to pursue these grants as they become available. At the time of writing this petition, GDPST had applied for 8 government grants in FY 19. We 4 won grants, which brought in \$517K in unbudgeted funding, and 2 are still pending.

c) Network Budget

See Attachment Q.

3.4 Financial Plan (for existing operators NOT required to complete Sections 3.1 and 3.2)

Not applicable

4. PORTFOLIO REVIEW/PERFORMANCE RECORD (FOR EXISTING OPERATORS)

4.1 Past Performance

a) Success of existing educational program

Green Dot Public Schools Tennessee currently operates four transformation schools and one independent charter in Memphis. While not directly comparable to Green Dot Charter K-8, Green Dot's scale in Tennessee is an indicator of GDPST's success as an operator and the following data is indicative of successful strategies. GDPST's educational program continues to grow and evolve. Green Dot is a learning organization and since starting in Tennessee, GDPST has adapted practices based on the release of the TNReady Standards and a deeper understanding of student and staff needs. GDPST anticipates even stronger results in future years once all students have been with Green Dot for multiple years. In addition, GDPST believes that multiple indicators collectively demonstrate program success.

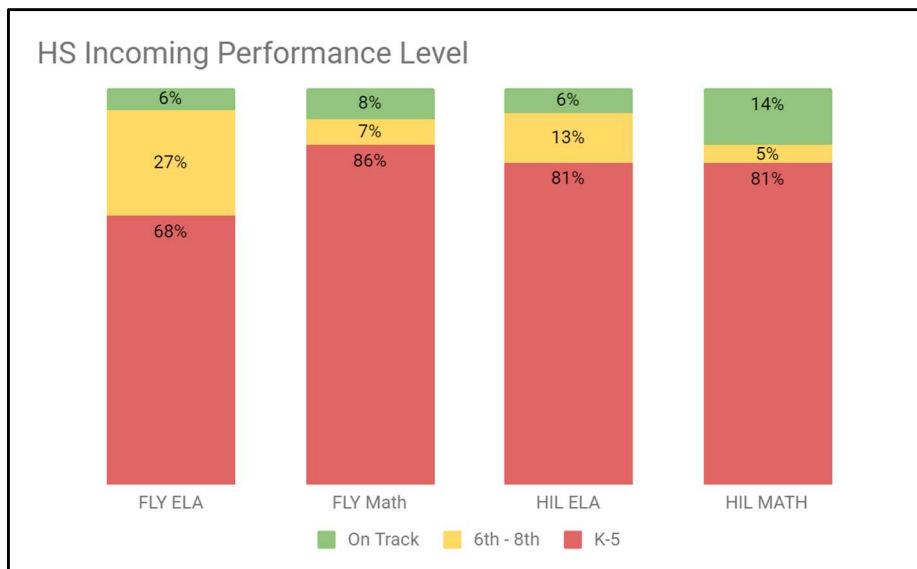
b-d) Success in Raising Student Achievement Levels by Meeting / Exceeding State and National Standards

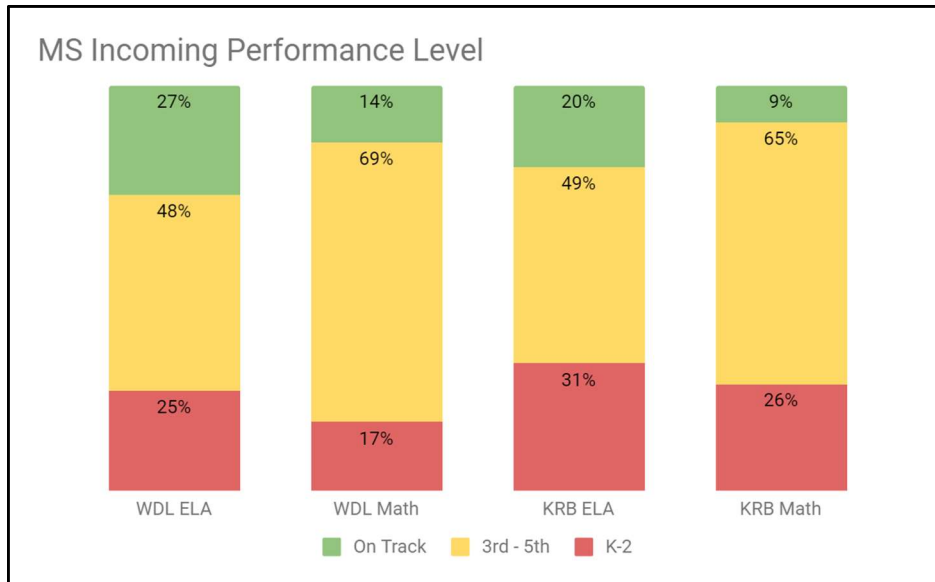
See *Attachment R* for detailed student achievement growth results for each GDPST school.

Green Dot has successfully raised student achievement levels. To put the results in context, it's important to consider incoming student performance levels and student transiency.

Incoming Student Performance Levels

Green Dot is proud to serve the Whitehaven and Southeast Memphis communities. Green Dot's student population is relatively high need at 100% FRPL at most schools. The primary reason why Green Dot is seeking to start a K-8 feeder for Fairley (FLY) and Hillcrest (HIL) is because of incoming student performance. The charts below show the incoming performance levels on English Language Arts (ELA) and Math as measured in the Measures of Academic Progress (MAP) test for students entering Green Dot high schools and middle schools.





For Fairley and Hillcrest, only 6% of students are coming into these schools on track in English Language Arts. The vast majority are performing at a K-5 grade level in ELA and math. Despite growing students significantly each year, GDPST is unable to make up deficits to that extent in order to fulfill Green Dot's mission of becoming truly college-ready within four years in high school. This is why GDPST is seeking to start a K-8 school. Even when GDPST looks at its middle schools, the vast majority of students are entering Kirby (KRB) and Wooddale (WDL) at a 3-5 grade level or below, so starting multiple years behind. By starting elementary grades, GDPST hopes to quickly help students start their K-12 career on track to graduate college-ready.

Student Transiency

In addition, Green Dot faces high levels of student transiency. Within Semester 1 of 2018-2019, 50-76 new students joined the school after Sept 1st. This is ~10% of the student population in schools, adding to the challenge of remediating and accelerating students within the school year.

	SY 18-19 Transiency			
	Number of students who join the school between 9/1-10/5	Number of students who join the school between 10/15-12/21	S1 Total	% of Population
BLF	38	13	51	13%
HIL	39	37	76	12%
WDL	15	48	63	11%
KRB	18	25	43	8%
FLY	24	31	55	8%

Student Achievement and Growth

TNReady Proficiency

Given this challenge in incoming performance levels, GDPST's TNReady proficiency scores do not reflect the gains Green Dot students are making. In addition, in SY 2017-2018, there were testing irregularities in the form of last minute changes to test platforms and testing dates. Despite these barriers, both middle schools have seen a jump in proficiency across all three grade levels.

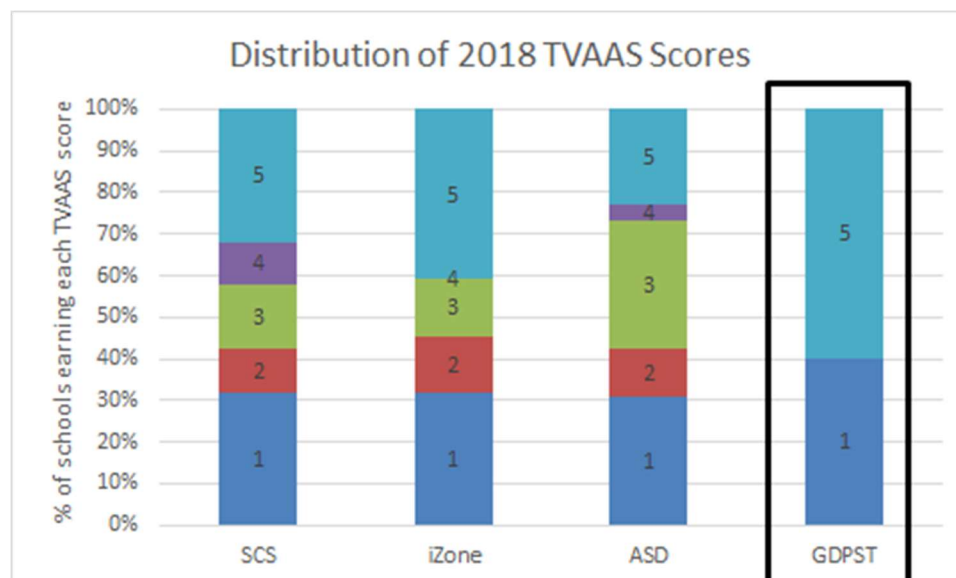
	2016-2017 MS Proficiency			2017-2018 MS Proficiency		
	<i>ELA</i>	<i>Math</i>	<i>Science</i>	<i>ELA</i>	<i>Math</i>	<i>Science</i>
WDL	6%	3%	21%	7%	8%	30%
KRB	4%	5%	24%	10%	11%	37%

Although proficiency levels are not where GDPST would like them to be in its high schools, there are bright spots in student growth as we get them closer to grade level standards than where they started.

	2017-2018 HS Proficiency - %L3+								
HS	Eng 1	Eng II	Eng III	Alg I	Alg II	Geo	Bio	Chem	US Hist
FLY	4%	2%	8%	0%	1%	0%	6%	6%	2%
HIL	2%	4%	12%	1%	2%	2%	7%	7%	10%
BLF	2%	N/A	N/A	3%	N/A	N/A	N/A	N/A	N/A

Student Growth

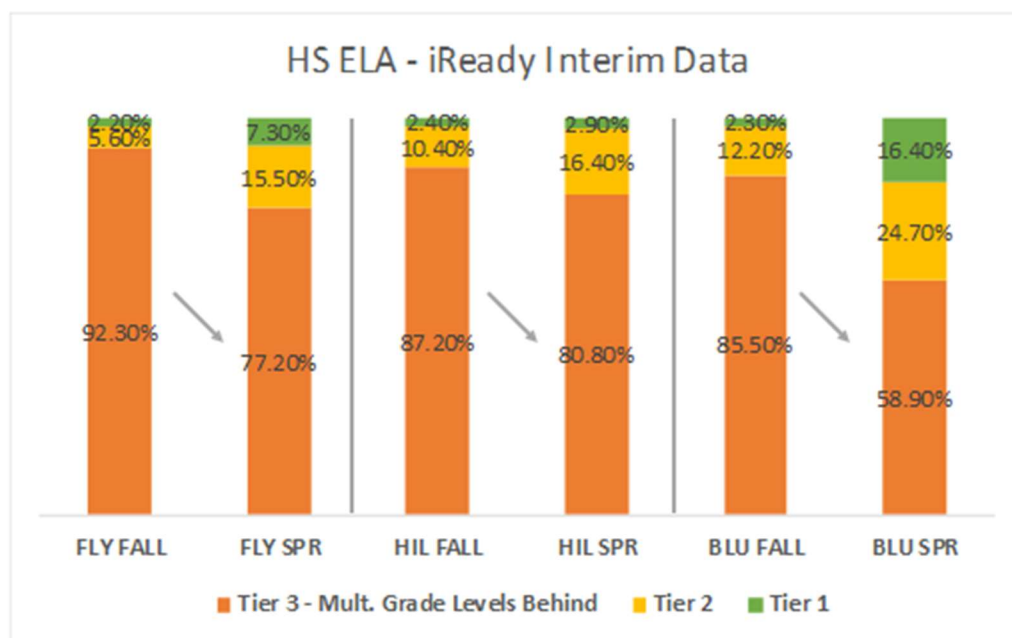
Green Dot believes student growth is a critical lens to assess the success of a school when students enter school multiple grade levels behind. 3 out of 5 GDPST schools (both middle schools and Bluff City High School) were recently awarded TVAAS scores of 5, the highest possible indicator of student growth deemed by the state. This puts those schools in the top 30% of schools in SCS, the top 40% of iZone schools and the top 20% of Achievement School District schools.



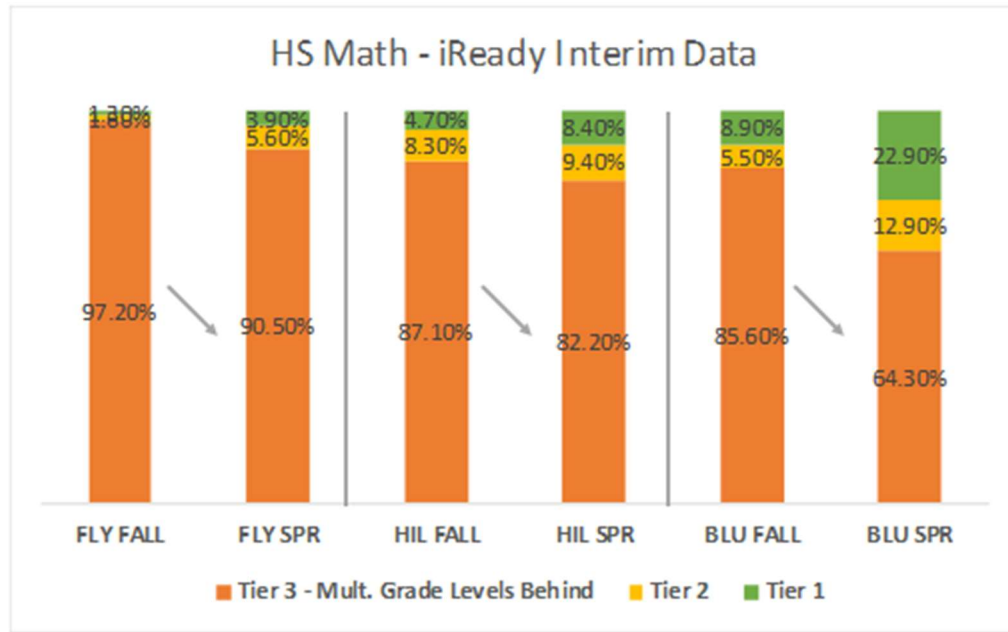
In addition to state measures, Green Dot also refers to nationally normed measures such as iReady and MAP as additional instructive indicators of a school's progress and performance. GDPST's interim internal growth data using nationally normed assessments is helpful in identifying how to adapt classroom practices.

For High Schools, GDPST uses the iReady assessment. Students are bucketed into three categories for iReady. Tier I is on grade level, Tier II is one grade level behind and Tier III is multiple grade levels behind. GDPST administers the test at multiple points in the year. Green Dot's objective is to see reductions in Tier III and increases in Tier I. In the charts below, the reduction in the red bar shows that GDPST is achieving the desired change; reductions in Tier III and increases in Tier I and Tier II. (Reductions in Tier II can be the desired behavior if those students are entering Tier I.)

When GDPST looks at changes from Fall to Spring (SPR) of SY17-18, the following trends emerge: In ELA, all three high schools see reductions in their Tier III and growth in Tiers I and Tiers II. The greatest growth is at Bluff City, but both Hillcrest and Fairley also see growth.



GDPST's interim iReady results also show high gains in math, similarly to the gains in ELA. Bluff City in particular had a significant reduction in Tier III students and gain in Tier I students. The math team is continuing to think about how to further accelerate progress out of Tier III.



GDPST also looks at this data broken out as General Education (Gen Ed) and Special Education (SPED). While all students grew, General Education students grew faster than Special Education students and this helped pave future work to close this subgroup gap.

GDPST middle schools use the NWEA Measures of Academic Progress (MAP) to measure student growth. The assessment is a computer adaptive test that sets individual growth goals for students. Each student's growth target is based on typical growth for students in the same grade and with the same score nationally. Students who exceed their growth targets are generally above the national average. A school with 50% of students meeting their growth goals is considered to be on track.

In both Math and ELA, over 50% of GDPST middle school students overall are meeting their growth goals, showing healthy progress for Wooddale and Kirby. English Language (EL) students are learning at a rate close to the Gen Ed population. A growth area is for SPED students at Wooddale, but this data has helped us identify an area of focus for coaching and professional development.

<u>MS</u>	MAP - ELA - MS				MAP - Math - MS			
	Overall	Gen ED	SPED	EL	Overall	Gen ED	SPED	EL
WDL	58%	59%	45%	50%	60%	61%	45%	61%
KRB	63%	65%	52%	63%	54%	55%	51%	52%

Lastly, GDPST's Lexile growth is another indicator of the success of the Green Dot academic program. The table below shows the percent of students achieving Lexile growth equivalent to 1.5 years or more in SY 17-18. Given the ambitious nature of this target (i.e., multiple years of growth), these are significant gains.

BLU	69%
FLY	45%

HIL	44%
KRB	40%
WDL	34%

Graduation Rates

Both GDPST High Schools, Fairley and Hillcrest, have senior graduation rates of over 85%.

	Senior Grad Rates			
<u>Graduation Year:</u>	2015	2016	2017	2018
FLY	99.3%	92.4%	95.1%	89.3%
HIL			97.3%	85.9%

4-year college acceptance

Seniors at our high schools are being accepted into 4 year colleges at increasing rates each year, demonstrating that our academic program is more successfully preparing students for college, leadership and life each year.

	% of seniors who applied to 4-Year Colleges who were accepted			
<u>HS</u>	14-15	15-16	16-17	17-18*
FLY	51%	61%	64%	<i>TBD</i>
HIL			78%	92%

* Limited data available

e) Portfolio Summary Template included as Attachment S.

f) Higher Performing School, Results, Causes of Distinctive Performance, Challenges Overcome and Spreading of Practices Across the Network: Kirby Middle School

Kirby Middle School is a high-performing school within the network that earned a TVAAS score of 5 in SY 17-18. As a transformation school, proficiency results do not tell an accurate story of the growth students have made. In its first year of operation, 55% of Kirby students met their Lexile growth goal of growing at least 1.5 years or more. In addition, the most recent interim data shows strong performance in growing students as measured by the MAP. On English Language Arts, Kirby is at 63% of students meeting their growth goal across all subgroups, with 65% of General Education students meeting their growth goal. For Math, 54% of students across all subgroups have met their growth goal, with 55% of General Education students meeting their growth goal. Kirby has among the lowest suspension rates within the Green Dot Network at 13% of students, a dramatic reduction from the pre-GD rate of 42%.

Kirby faced significant hurdles as a first year transformation in 2016-2017, including change management hurdles, coupled with enrollment challenges and transiency that are common in transformation schools. However, the school's distinctive performance arises from having a strong leader and significant staff experience. Before joining Kirby, the Principal's prior experience in instructional coaching and professional development led to strong coaching of teachers and developing a data-driven culture within the school from the start. The Principal's prior experience in Shelby County also meant the school built deeper community partnerships from the beginning and faced greater community support. Also, since the school was started

in the third year of the network, it benefitted from Fairley and Wooddale's initial learnings and the regions learnings in working with the Achievement School District and in Memphis. Kirby started strong with a more defined academic model and bell schedule. In addition, Green Dot shifted to a new curricular approach halfway through Kirby's first year. Kirby teachers were potentially more easily able to adapt to the piloted system given that they were only halfway through their first year so systems and practices were less entrenched. Kirby teachers were able to ensure they taught to the level of rigor and standard from the start, and benefitted from aligned curriculum and common formative assessment data. Additionally, Kirby has a strong literacy intervention program, which leads to the reading growth referenced above. Kirby does Advisory pullout intervention based on student needs, which adds to the time high-need students have in reading intervention. In addition, their literacy intervention groupings are always driven by student data.

Kirby has served as a strong model of success and has been able to support Wooddale Middle School in improving alongside it, as the school spreads its success throughout the network in multiple ways. GDPST has monthly collaboration opportunities for Principals. In addition, Kirby is frequently a site for classroom walkthroughs held by Instruction Partners, GDPST's partner in transitioning Green Dot to a model of common instruction using externally developed content. The Executive Director will coach both the Kirby and Wooddale school leaders and is able to transfer practices from school to school. All schools now do Advisory pullout and other Green Dot schools are working to build similar structures around teacher collaboration and student data. GDPST is eager to see Kirby achieve its full potential.

g) Lower Performing School, Results, Causes, Strategies to Improve Performance, Proof points of Satisfactory Performance: Hillcrest High School

Hillcrest High School is currently in its third year of operation, and has struggled to maintain the gains it sought to achieve in its first two years. The school is not demonstrating student growth as expected. While overall student growth is not as rapid as we had hoped, Hillcrest does do relatively better in growing their SPED students. Hillcrest's student retention lags Fairley's by 5%, but the school has consistently maintained lower suspension rates by over 7%. While Hillcrest has experienced ups and downs, it will continue to aim for improvements in academic performance, stakeholder satisfaction (teachers, students, parents), student retention, and chronic absenteeism.

Execution was a challenge in the early years, despite the foundational elements being in place, given the chaotic nature of a first-year transformation and the nature of being in a highly transient community. Hillcrest was Green Dot's second high school in the TN region, but had different assessments and standards than Fairley had in its first years. To adapt to new standards, GDPST adopted new curriculum in SY17-18 that is more aligned. GDPST has adopted LearnZillion for English, and aggregated curriculum from various sources (including Engage NY and Achievement First) for Math. This transition has been difficult not only teachers, but also for school leaders as they figure out how to best support teachers through the implementation. In addition, the state has had a history of struggling to deliver high quality testing experiences and error-free data for the TNReady assessment. This year, the means for testing (computer vs paper) and testing window experienced several last minute changes, which left both students and staff less prepared on the actual day of testing. Finally, the lack of student directory information has been an ongoing problem that forces staff to dedicate more time to student recruitment that could be spent on preparing a stronger academic plan for the school.

While the school has had relatively stable school leaders and teacher turnover has been low, at the end of the second year, the Founding Principal resigned. Now the school is under the leadership of Christina Austin, who served as Hillcrest's Assistant Principal in its first two years and who has been with the Green Dot network since 2014, and is well poised to accelerate student growth and execute the Green Dot model with fidelity.

GDPST is employing many strategies to improve performance. Academic leaders in the GDPST regional office spend significant time with Christina on coaching, curriculum implementation, and academic outcomes. In addition, GDPST has revamped teacher leadership roles across all schools in response to this data. GDPST has created a new curriculum lead role that provides teachers the opportunity to take ownership in internalization of the external curriculum. This role is fostering stronger implementation and increased focus on indicators of student achievement. They also lead work closely with the academic team to develop course specific resources (Unit Plans, Weekly Overviews, & Assessments), analyze assessment data and communicate recommended instructional responses to teachers, and facilitate summer content training and weekly professional development sessions. Curriculum Specialists also hold weekly Content Collaborations by grouping all teachers in the same course, to conduct student work analysis, lesson internalization, and data dives. The school as a whole also reviews data in depth on an ongoing basis, particularly suspension data. Coaching sessions focus on reviewing data to identify the school's bright spots and growth areas in executing the model. By being nimble and small, GDPST can allocate resources where they are needed.

GDPST will know if performance is satisfactory based on Hillcrest's performance in the school-level dashboard. Given that Hillcrest had a transition in school leadership this year, GDPST anticipates seeing marked change over the upcoming year as the school becomes more stable. GDPST has set goals around each pillar of Green Dot's strategy:

- College-Ready Learners: student achievement, student growth, school culture
- Highly Effective Employees: effectiveness, retention, satisfaction
- Engaged Parents & Communities: student and parent satisfaction
- Effective School Model: enrollment, retention, compliance, sustainability

In addition, the academic team will do frequent school visits to look at instruction and school culture that will include classroom observations and observing transitions and other indicators of strong student achievement culture. GDPST believes Hillcrest is in a much better place to accelerate its impact with a stable leadership team and these additional supports.

By starting a K-8 school, GDPST will be able to start with students who are more likely to be on grade level, and as a result can be accelerated into higher performance by the time they enter middle school and therefore be more prepared for college, leadership and life. GDPST will be better able to do this relative to peers by providing a strong foundation in math and literacy from the start, offering personalized learning environments with robust RTI, eliminating barriers to learning, focusing on social emotional learning and instilling a college-going culture in students from the start of their schooling experience. Offering a kindergarten through college program best positions us to fulfill our mission.

h) GDPST has provided as *Attachment T* the most recent performance / evaluation / renewal reports produced by the authorizer including:

- The 2015-2016 report from the Achievement School District. There has not been more recent oversight given transitions in leadership at the ASD.
- The report produced by the State Board of Education after an oversight visit at Bluff City High School in early 2019.

i) GDPST has provided the last year of financial statements as *Attachment L*. *Attachment U* contains the most recent internal financial statements for each school (in p. 1-5) and the FY17 audited financial statements for each school (in p. 6-18). The entire FY17 and FY18 audits are available upon request.

j) The organization has not had any contracts with charter schools terminated.

k) There have been no charter revocations, non-renewals, shortened or conditional renewals, or

withdrawals / non-openings of schools operated by the organization.

l) There have been no performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years.

m) There is no current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates, and therefore no *Attachment V* is included.

Shelby County Schools – 2019 Charter Application Supplement

The purpose of this supplement is to expand upon the rationale for selecting Whitehaven as the community where the proposed school will locate, as outlined in Section 1.2: Enrollment Summary.

Based on the Regional Seats Analysis, the Southwest region of Memphis, encompassing the Whitehaven and Westwood neighborhoods, require ~6,000 additional high quality K-8 seats. The need for additional high quality K-8 seats is corroborated by the fact that less than 15% of students enter Green Dot's two high schools in the Whitehaven neighborhood (Hillcrest and Fairley) on grade level and less than 27% of students enter Green Dot's two middle schools (Kirby and Wooddale) on grade level. While some seats can be converted through district school improvements, Green Dot is well poised to contribute to new high quality seats with the proposed charter K-8 school.

Academic Need

Shelby County defines high quality schools as those that earn an SPS rating of 3.00 or higher. Among all 7 SCS regions, the Southwest region has the second lowest percentage of seats at schools with 3.00+ SPS for grades K-5 (40% of seats are high quality) and grades 6-8 (28% of seats are high quality).

Within the Whitehaven neighborhood, grades K-5 have an even lower percent of high quality seats, at 35%. The Whitehaven middle schools' situation is most urgent, with 0% of seats meeting the bar.

In order to offer quality seats to all Southwest students, 3,987 more grades K-5 seats and 2,010 more grades 6-8 seats are required. We believe that Green Dot Charter K-8 can contribute to meeting this need.

Programmatic Differentiation

Green Dot Charter K-8 will provide a few unique focus areas for students:

- The school will have a heavy emphasis on building a college-going culture through a learning environment that is high care, high structure, sets high expectations, and is focused on character building and values. The Advisory period provides a structured time every day for students and teachers to explicitly build this culture through:
 - Community building activities such as Community Circles to build a high care environment
 - Time to focus on foundational academic habits, such as developing SMART goals and tracking progress, to build a high care environment
 - Time to build college awareness and commitment to college to set high expectations and promote a college for certain culture
 - Time to directly discuss and build character development skills such as resiliency
- In addition, the school will provide robust, free after school programming. Once the school is at full capacity, it will offer a variety of activities, starting as soon as school ends each day and lasting until 5PM. Offerings will vary in scope based on funding but could include:
 - Academically oriented clubs such as reading club, math club, Code Crew, etc.
 - Boys' and girls' sports starting in 6th grade.
 - Other activities based on student interest that may include, but would not be limited to, backpacking trips, ropes courses, debating teams, chess club and other student-initiated activities.

ATTACHMENTS



Calendar/Calendario 2019 - 2020

JULY-JULIO						
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NOVEMBER-NOVIEMBRE						
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MAY-MAYO						
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JUNE-JUNIO						
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Pupil Free Day/Día Sin Estudiantes	
New Teacher Professional Development/Preparación	July 15-19
Staff Development Days/Preparación (In-Service)	July 22- August 2
Staff Development Days/Preparación	January 6

Holidays/Vacaciones	
Labor Day/Día de trabajo	September 2
Fall Break/Vacaciones de otoño	October 14-18
Veteran's Day/Día de los Veteranos	November 11
Thanksgiving Holiday/Día de acción de gracias	November 25 - 29
Winter Break/Vacaciones de invierno	December 23 - January 3
Dr. King's Birthday/Día del Dr. King	January 20
Presidents' Day/ Día de los presidentes	February 17
Spring Vacation/Vacaciones de primavera	March 9 - 13
Good Friday/Buen Viernes	April 10
Memorial Day/Día de Conmemoración	May 25

Minimum Days/Día Corto	
Staff Development Days/Preparación (In-Service)	September 20
Parent Conferences/Conferencias con Padres	October 25
Final Exams/Exámenes Finales	December 19 - 20
Parent Conferences/Conferencias con Padres	March 27
Staff Development Days/Preparación (In-Service)	May 1
Final Exams/Exámenes Finales	May 28 - 29

Important Dates/Fechas Importantes	
Summer Bridge for Incoming 6th & 9th Grade Students	August 5-9
Midterm Exams/Exámenes Medios	October 10-11
Midterm Exams/Exámenes Medios	March 12-13



2018-2019

Green Dot Public Schools Tennessee Student Policy Manual

- Academics
- Attendance
- Calendar & Bell Schedule
- Code of Conduct
- Dress Code
- Enrollment
- Extra-Curricular Activities
- Health & Welfare Policies
- Parent & Guardian Policies
- Safety Policies
- Student Information Guidelines
- Student Rights & Responsibilities
- Student Services
- Student Policy Manual Signature Page



About this Student Policy Manual

The policies set forth in this Green Dot Public Schools Tennessee (“Green Dot” or “Green Dot Public Schools”) Student Policy Manual (“Manual”) are intended to inform Green Dot employees and families of students enrolled at Green Dot schools regarding common questions and issues that arise at school sites.

The Manual includes student policies that are intended to be user-friendly and provide insight into Green Dot’s culture, policies, and philosophies. Every situation is different, however, and individual circumstances often require individual solutions. Accordingly, this Manual provides guidelines and is not a contract. Green Dot may vary from any written policy in the Manual as necessary and as permissible by law. This Manual reflects Green Dot’s student policies at the time each policy was last revised.

Green Dot Public Schools Tennessee currently operates schools authorized by the Achievement School District (ASD) and the Tennessee State Board of Education (SBE). While most policies apply to all of our schools, it will be important to understand the school’s authorizer when reviewing ENROLLMENT & DISCIPLINE policies.

ASD AUTHORIZED SCHOOLS:

- Fairley High School
- Hillcrest High School
- Kirby Middle School
- Wooddale Middle School

SBE AUTHORIZED SCHOOLS:

- Bluff City High School

AUTHORIZER CONTACT INFORMATION:

- Achievement School District (ASD)
 - (901) 260-9649
 - Achievementschooldistrict.org
- Tennessee State Board of Education (SBE)
 - (615) 741-2966
 - tn.gov/sbeschools

Green Dot’s Mission

Green Dot Public Schools is a non-profit organization whose mission is to help transform public education so ALL students graduate prepared for college, leadership and life.

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**Academic Policy****A. 1.0**

Policy: Academic Honors

The school will recognize students who have attained outstanding scholastic achievement each year based on the criteria listed below.

GRADE POINT AVERAGE	AWARD
3.0 – 3.40	Honors
3.5 – 3.99	High Honors
4.0 and above	4.0 Club

The Valedictorian(s) and Salutatorian(s) of each graduating high school class will be determined by the highest and second highest grade point average respectively. All students will be considered for these honors including transfer students.



Academic Policy

A. 2.0

Policy: Academic Integrity

Academic integrity is a central tenet of the school's honor code. Students are expected to complete their own work, test without external resources, and submit original work for all assignments. Furthermore, they are expected to deny all requests from others to copy from their work.

If a student violates expectations for Academic Integrity, the following consequences will be issued:

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
2. A student found cheating may receive, at the discretion of the teacher, a grade of "F" or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
3. The student will be placed on a Student Conduct Agreement for a period determined by the administration.
4. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
5. Repeated violations or a single serious violation may lead to more serious disciplinary actions, including expulsion.



Academic Policy

A. 3.0

Policy: Grading Scale

The school will implement a uniform grading system that aligns with state and district requirements. Grades will be reported on progress reports, report cards and transcripts as follows:

GRADE	PERCENTAGE	GRADE POINT AVERAGE
A	93% - 100%	4.0 GPA Points
B	85% - 92%	3.0 GPA Points
C	75% - 84%	2.0 GPA Points
D	70% - 74%	1.0 GPA Points
F	0% - 69%	0 GPA Points

Green Dot Public Schools Tennessee utilizes the Cube-Root methodology as advised by the Tennessee Department of Education.

GRADES OF INCOMPLETE: The grade of "I" (Incomplete) may only be given when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester or they become an "F."

ATTENDANCE: In adherence with the Green Dot Attendance Policy, any student who misses more than 20 days in a semester may not earn credit.

STATE ASSESSMENTS

- **HIGH SCHOOL:** Student scores on the state assessment may comprise 15% of the student's final grade. The weight of the EOC examination on the student's final average shall be determined by the Regional Superintendent in accordance with State Board LEA policy 4603 from a range of no less than fifteen (15%) and no more than twenty-five (25%) in the 2018-2019 school year and thereafter.
- **STATE ASSESSMENTS for MIDDLE SCHOOL:** Student scores on the state tests will comprise 15% of the student's final grade for the spring semester in the subject areas of Mathematics, Reading/Language Arts, Science, and Social Studies.



Academic Policy

A. 4.0

Policy: Grade Changes

TEACHER REQUEST FOR A GRADE CHANGE: After grades are submitted, teachers must submit any requests to change grades to the Principal. All grade changes will be documented in student's cumulative folder using the official Green Dot Request for Grade Change form. The Principal will make the final determination on requests for grade changes.

STUDENT REQUEST FOR A GRADE CHANGE: A student or the student's parent/guardian may request a change of grade. Students shall address all grade change requests with the teacher first. If the teacher refuses to change the grade, then the pupil may submit a request as follows.

1. The request must be made in writing and should be directed to the Principal within ten (10) school days of the start of the new quarter/semester. The Principal or Principal's designee will attempt to resolve the appeal with a written response within ten (10) school days. The Principal shall consult with both the student and the teacher to determine if there is any evidence of fraud, clerical error or bad faith. The burden of proving the allegation is upon the student.
2. After request at the school level, if further appeal is desired, the appeal should be made to the Green Dot Public Schools Tennessee Executive Director for resolution with a written response within fifteen (15) school days. The Executive Director shall give the teacher the opportunity to address any concerns raised by the pupil.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file. The grade change request process will be modified for homeless students.



Academic Policy

A. 5.0

Policy: Withdrawal Grades

Green Dot does not grant credit for courses if the student transfers to an external school prior to the end of a semester. The current grade in Power School will be assigned as a progress grade for work completed at the time of the transfer. The receiving school is responsible for granting credit.

If the student is transferring out of a Green Dot school 20 school days or less prior to the end of the semester, the student will be responsible for all course requirements and must take the final in order to receive credit. A student will be granted an Incomplete "I" until the final exam and course requirements are completed. If the student does not take the final or complete the course requirements, he or she will automatically receive a failing grade on those assignments (including the final exam). These missing grades will result in a lower grade. The grade of an "I" must be removed within six weeks or it becomes an "F".

An exception to Green Dot's general prohibition of granting course credit to student who transfers mid-semester for foster youth, who shall receive full or partial credits based on seat-time for all work satisfactorily completed before transferring schools. Upon receiving notification from a receiving school that a foster youth is transferring away from a Green Dot school, Green Dot will issue check-out grades based upon the current grade assigned in PowerSchool, and award full or partial credits on an official transcript and send to the receiving school.



Academic Policy

A. 6.0

Policy: Middle School Promotion, Graduation & Acceleration

These policies help ensure that each Green Dot student progresses through grade levels after attaining adequate achievement in his/her present grade level (i.e., without social promotion) to prepare for success in high school, college, leadership and life.

Middle School Promotion

To be considered for promotion to the next grade level, each middle school student (grades 6 - 8) must obtain sufficient academic credit in required courses during that school year in accord with Green Dot's grading scale (see Green Dot Policy, "Grading Scale"). Middle school students are required to receive academic instruction and participate in the subject areas of English, Reading, Mathematics, Social Science, and Science.

Any student who misses a certain number of days in a semester in a class period may not earn credit in that course (see Green Dot Policy C. 1.0, "Attendance, Absenteeism, Truancy and SART"). Students who fail more than two courses per school year may not be promoted to the next grade level (i.e., that student may be retained in the same grade level for the following school year). Students who fail one or two courses in a school year may be required to pass summer school to be promoted to the next grade level.

Green Dot administration reserves the right to review special circumstances and allow consideration to be given.

Acceleration

When high academic achievement is evident, the Executive Director or designee may recommend a student for acceleration into a higher grade level. The student's maturity level shall be taken into consideration.

Middle School Commencement Ceremony Participation Recommendations

Each Green Dot middle school may require its students to complete any or all of the following to be eligible to participate in the school's commencement ceremony:

1. Community service hours (Green Dot recommends ten hours per school year);
2. Adherence to all disciplinary contracts/agreements.

A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal's discretion and with the Executive Director's approval.

**Academic Policy****A. 7.0****Policy: High School Promotion & Graduation**

Each course is worth 0.5 credits per semester. Students must retake courses they fail during summer school, during the next school year, or during after-school credit-recovery. Students who fail to accumulate 24 credits may be offered a fifth year of high school at the discretion of the principal.

Credits to promote from one grade level to another are based on the completion of core classes:

GRADE	REQUIRED CREDITS TO ENTER GRADE
10 th Grade	6 Credits
11 th Grade	12 Credits
12 th Grade	18 Credits

HIGH SCHOOL GRADUATION REQUIREMENTS:

To ensure that students are qualified for entrance into college, they must earn 24 credits to graduate. Graduation requirements and additional elective offerings are outlined in the table below.

DEPARTMENT	REQUIRED CREDITS	COURSES OFFERED BY DEPARTMENT
English	4 Credits	Academic English Essentials Advisory Seminar 9-11 Advisory Senior Capstone 12 African American Literature Composition English 9* English 10* English 11* English 12 OR Advanced Placement Language* Expository Reading & Writing Course Journalism Literacy Enrichment Literacy Intervention
Fine Arts	1 Credit	Art 1-4 Band 1-4 Chorus 1-2 Drama 1-2
History	3.5 Credits	Government OR AP US Government and Politics* Economics* Personal Finance* (0.5 credits) US History & Geography OR Advanced Placement US History* World History & Geography* *Pass US Civics Test



Math	4 Credits	Algebra 1* Algebra 2* Bridge Math Calculus: Advanced Placement Calculus: Dual Credit Geometry* Integrated Math Math Support
Physical Education	1.5 Credits	Physical Education* (0.5 credits) Lifetime Wellness*
Science	4 Credits	Anatomy & Physiology OR Biology: Advanced Placement Biology* Chemistry* Physics
World Language	2 Credits	Spanish 1* Spanish 2* Spanish 3 Spanish 4: Advanced Placement
Electives	4 Credits	In addition to the required courses (*) denoted above, students must select 5 additional elective courses. Three credits must fall into one approved elective focus category.
Total	24 credits	

* Denotes specific courses required for graduation.

GRADUATING WITH DISTINCTION (HIGH SCHOOL)

Students will graduate with distinction by maintaining a "B" or better average and meeting two of the following criteria:

1. Successful completion of a 3rd year of any World Language,
2. Score at or above the readiness benchmarks on the ACT or SAT, or
3. National Merit finalist or semi-finalist
4. A composite score of 31 or higher on the ACT
5. A score of 3 or higher on two AP exams
6. 12 or more hours of transcribed post-secondary credit

CREDIT DENIAL/RETENTION

Retention shall be considered only when it is in the best interest of the student. Retention decisions affecting a student receiving special education services shall be made in consultation with the student's Individualized Education Program (IEP) team and in accordance with the provisions of the IEP.

If a retention decision has been made, the school shall develop an individualized academic remediation plan for the retained student prior to the start of the next school year. The academic remediation plan shall be designed to help the retained student attain and demonstrate learning proficiency and shall include at least one (1) of the following strategies:

1. Adjustment to the current instructional strategies or materials;
2. Additional instructional time;
3. Individual tutoring outside of school hours; or



4. Attendance or truancy interventions.

A copy of the academic remediation plan shall be provided to the student's parent or guardian within ten (10) days of development of such plan. A student shall not be retained more than once in any grade. The Executive Director or designee shall keep an annual record of each student who is retained.

Retention Appeals

Each authorized charter school shall establish a retention hearing team which shall conduct appeals for students who have been retained. Each authorized charter school shall develop a policy outlining the processes and procedures for its retention team hearings which shall include the following minimum requirements:

1. Governing board members shall not serve on the retention hearing team.
2. The Executive Director shall appoint a chairman of the retention hearing team. The chairman shall perform the following duties:
 - a. Set the time, place, and date for each hearing;
 - b. Maintain order and structure during each hearing; and
 - c. Prepare, sign, and disseminate the minutes of each meeting.
3. An audio record of the proceedings shall be made by the retention hearing team, and will be made available to the student upon request.
4. The student shall have the right to legal representation, at the parent's expense. The school administrators are to be notified, in writing, at least five (5) school days prior to the hearing if the student is to be represented by legal counsel.
5. The authorized charter school shall inform, in writing, the student and parent or guardian that the retention may be appealed within five (5) school days of notification of the retention and provide the student and parent or guardian with a copy of the appeal policy/procedures. Upon receiving notification of the request to appeal the retention decision, the retention hearing team shall provide written notification to the student and parent or guardian, and any other appropriate person of the time, place, and date of the hearing in a language that the parent and student understand. The hearing shall be held no later than ten (10) school days after the retention notice. The retention hearing team shall make a decision within ten (10) days of the appeals hearing.
6. Within five (5) school days of the retention hearing team rendering a decision, the student, parent or guardian, principal, principal-teacher or assistant principal may request a review by the governing board, and the governing board shall review the record. Following the review, the governing board may grant or deny the request for a hearing or affirm or overturn the decision of the retention hearing team with or without a hearing. The notice of the hearing shall include a statement that, unless the student, parent or guardian requests an open hearing in writing within five (5) school days of receipt of the notice, the hearing shall be closed to the public. The governing board shall render a decision within ten (10) business days. The decision of the governing board shall be final.

CREDIT RECOVERY

Credit recovery is defined as a course-specific, skill based extended learning opportunity for students who have previously been unsuccessful in mastering content or skills required to receive course credit or earn promotion. Credit recovery programs, in general, have a primary focus of helping students stay in school and graduate on time.

The credit recovery program utilized by GDPST is Apex. During enrollment in Apex, students have access to content-specific teachers to support their progression in mastering the content. Preference is given to upperclassmen who lack two or more half credit units that need to be recovered. Students are scheduled for the class on campus, but some are able to work remotely without being scheduled in the class. The affords maximum access to credit recovery opportunities for students who struggle with some subject contents. GDPST also uses Apex as the summer school platform, and employs teachers to facilitate the summer school Apex credit recovery labs. All Apex content is College Board approved, and one class is equivalent to one half credit.



Admission

In order to enroll in a credit recovery course, the student's parent/guardian must give written consent for the student to enroll in the proposed credit recovery course.

To be eligible for credit recovery, a student must have taken the initial seated course and received a grade of not less than 50%. Students who receive a grade of below 50% will not pass the course.

The school Principal or designee shall inform parents/guardians that not all post-secondary institutions will accept credit recovery courses for credit and that the NCAA Clearinghouse will not accept credit recovery courses for credit.

If a student is seeking to recover credit for the first semester of a two-semester course, the student may not receive the full credit for the course until they have enrolled in and passed the second semester of the course.

Instruction

Credit recovery teachers of record must be endorsed and certified in any content area for which they teach or otherwise facilitate credit recovery courses. Credit recovery teachers of record must work closely with credit recovery facilitators on class content and instruction. Credit recovery facilities must record training pertaining to the credit recovery course organization, online instruction management and related technology.

Students in credit recovery programs shall:

1. Complete a course skill specific diagnostic to determine skill-specific goals;
2. Meet individual skill-specific goals in a flexible time frame as established by identified student need; and
3. Master all individualized skill-specific goals as established by the diagnostic process in order to earn credit.

Grades

Students passing credit recovery shall receive the grade earned through the course. The student transcript shall denote that the credit was attained through credit recovery. The original failing grade may also be listed on the transcript, but shall not factor into the student's GPA, in accordance with the State Board of Education's Uniform Grading Policy (3.301).

**Academic Policy****A. 8.0**

Policy: High School Commencement Requirements

In addition to completing required coursework, students will be expected to complete the following activities to be eligible to participate in graduation.

ACTIVITY	REQUIREMENT
College Applications	Students will be required to complete applications to at least three colleges (including one 4-year college).
Community Service	Students are required to complete 40 hours of community service (10 hours per year). Service learning projects will be offered through Advisory.

A student may be prohibited from participating in the commencement ceremony for academic, behavioral, or other reasons at the school Principal's discretion.

**Academic Policy****A. 9.0****Policy: Testing Programs & Required Assessments****Testing Programs**

Each school shall provide for a school-wide testing program, including any district or Green Dot-required assessments. State-mandated student testing programs shall be undertaken in accordance with procedures published by the Tennessee Department of Education. Any test directly concerned with measuring student ability or achievement through individual or group psychological or sociometric tests shall not be administered by or with the knowledge of any employee of the system without first obtaining written consent of the parents or guardians.

Other tests may be administered as necessary as determined and approved by the school or as requested by students, teachers or parents when approved by the principal. Results of all group tests shall be recorded on the student's permanent record and shall be made available to parents and appropriate personnel in accordance with established procedures.

Except for situations where the Tennessee General Assembly has specifically provided the right to opt out in the law, such as the family life curriculum, parents and/or students may not opt out of state mandated content or instructional programs, including assessments.

Students shall take a series of assessments as outlined in the table below.

ASSESSMENT	GRADE(S)	
ACCESS	6-12	TDOE Requirement: Assessment of English proficiency for students who are English Language Learners
ACT	6-12	TDOE Requirement: A national college-readiness exam that measures high school achievement and is used in the college admissions process.
Civics Assessment	11	TDOE Requirement: The state requires all students to pass a Civics assessment to complete high school graduation requirements.
EOC Biology	6, 7 & 8	TDOE Requirement: A summative assessment of student achievement on course-specific TN learning standards.
EOC Chemistry	6, 7 & 8	TDOE Requirement: A summative assessment of student achievement on course-specific TN learning standards.
Lexile Assessment	6-12	District Requirement: A test to monitor progress of student reading growth.
MSAA & Portfolio (Students with Severe Cognitive Disabilities)	11	TDOE Requirement: An assessment of Reading, Math, and Science relative to TN learning standards for students whose disabilities prevent them from accessing standard summative achievement tests.
TCAP Science	6,7,8	TDOE Requirement: A summative assessment of student achievement on course-specific TN learning standards.
TCAP Social Studies	6-8	TDOE Requirement: A summative assessment of student achievement on course-specific TN learning standards.
TNReady English 1, 2 & 3	9, 10, 11 or 12	TDOE Requirement: A summative assessment of student achievement on grade-level TN learning standards.
TNReady US History	11	TDOE Requirement: A summative assessment of student achievement on course-specific TN learning standards.
TNReady Math	6-12	TDOE Requirement: A summative assessment of student achievement on grade-level TN learning standards.
TNReady Reading	6-8	TDOE Requirement: A summative assessment of student achievement on grade-level TN learning standards.



Attendance Policy

B. 1.0

Policy: Excused and Unexcused Absences

Tennessee law requires that all children between the ages of six (6) and seventeen (17) attend school. At Green Dot, attendance is also mandatory for students who have been remanded to attend alternative education programs. Attendance is a key factor in student achievement; therefore, students are expected to be present and on-time each day that school is in session. Students and parents/guardians are responsible for ensuring regular school attendance. Unexcused absences are prohibited by law and policy.

Green Dot will notify parents/guardians when students are absent or excessively tardy, provide opportunities to restore the student's attendance, and offer access to resources to address truancy challenges.

EXCUSED AND UNEXCUSED ABSENCES

Absences shall be classified as either excused or unexcused as determined by the principal or designee. Excused absences shall include:

1. Personal illness or hospitalization of the student;
2. Illness or incapacitation condition of an immediate family member that requires the temporary help of a student;
3. Death in the immediate family;
4. Validated court appearances of the student;
5. Religious observances;
6. College visits;
7. Pregnancy;
8. Extreme weather conditions;
9. One-day absence when the parent/guardian is deployed for military service and one-day absences when the parent/guardian returns from military service; or,
10. Circumstances, which in the judgment of the principal, create emergencies over which the student has no control.



Attendance Policy

B. 2.0

Policy: Make Up Work

The student is excused for the day(s) of absence, not the material covered in class. Therefore, it is the student's responsibility to request make-up work in all classes.



Attendance Policy

B. 3.0

Policy: Reporting an Absence

The parent or guardian must notify the school office by 9:00 am each day that the student is absent. If the parent/guardian does not make the call by 9:00 am, the school will notify home in an effort to find out if the student has an excused absence.

PROCEDURE FOR RETURNING TO SCHOOL AFTER AN ABSENCE: A student who does not receive approval from the school for an excused absence must submit documentation from a parent or guardian or other appropriate person describing the excused absence immediately upon the student's return to school or no later than three (3) days after the absence was taken. If no documentation justifying the absence as excusable is submitted within the three-day period, then absence will become an unexcused absence. The school is required to keep on file a note signed by a parent/guardian for every student absence. The note must be legible and written in ink. A valid note should contain:

- Full name of the student
- Date(s) or time of absence
- Specific reason for absence
- Telephone numbers where both parents/guardians may be reached (home and work)
- Signature of parent or guardian



Attendance Policy

B. 4.0

Policy: Early Dismissal

After their arrival on campus in the morning, students may NOT leave campus until dismissal time. Students leaving campus without permission are considered truant. If a student requests an early dismissal (for example, if a parent/guardian is picking him/her up for a doctor's appointment), the parent/guardian reports to the office to sign out the student.

The school may deny an early dismissal request if it falls within the final 60 minutes of the school day.



Attendance Policy

B. 5.0

Policy: Tardies

A student is considered tardy if he/she is not in the appropriate seat when the bell rings signaling the start of class. If a student arrives late to school, he/she must obtain a late-slip from the school office. Any tardiness of more than 30 minutes for any class is considered an unexcused absence. Excessive tardies will result in disciplinary action.

TARDIES BETWEEN CLASSES: Students have an allotted time to travel from one classroom to another. Students who take longer than that time will receive an unexcused tardy from the teacher.



Attendance Policy

B. 6.0

Policy: Truancy

If a student is absent without an excuse, schools may implement varying interim parent communications and school-based interventions to encourage regular school attendance. Once a student accumulates 10 unexcused absences in a single school year, s/he is considered a “truant” and his or her attendance record will be reported to the district and to the TN Department of Education. Each successive accumulation of five (5) unexcused absences shall also be reported.

If a parent or legal guardian fails to take appropriate action within three (3) days of truancy notification, the case may be referred to Juvenile Court, the District Attorney’s Office, and/or the Department of Children’s Services for appropriate legal action. Referrals to local law enforcement may go to court for Educational Neglect and result in fines and court-ordered programs.

Any student under age 18 is considered a dropout if he or she is absent ten (10) consecutive days or fifteen (15) unexcused absences in a single semester and system policies and procedures on truancy have been followed.



Attendance Policy

B. 7.0

Policy: Student Attendance Review Team (SART)

The Student Attendance Review Team (SART) aims to work with families to ensure that students comply with compulsory education laws. SART is both a prevention and intervention tool that can be utilized to address trancies, excessive tardies, and excessive absences. The SART's duties include:

- Reviewing school-wide attendance data
- Creating prevention strategies to encourage consistent student attendance
- Identifying students struggling to meet attendance expectations
- Creating intervention plans for struggling students
- Monitoring progress of students on contracts
- Determining consequences for excessive absences, up to and including, loss of course credit or referral to the judicial system

SART Members: The SART consists of the Principal and designated classified and certified staff members. The student and parent/guardian experiencing attendance issues are encouraged to participate in the SART process. Members shall be trained and shall understand the confidential nature of the SART when dealing student names and identifying information. Members should meet on a regular basis to execute the duties defined above. In addition, the SART should convene as required when a student has accumulated an excessive amount of absences or trancies.

Process for Addressing Excessive Absences:

Absences	Totals by Semester	Contact	Interventions/Consequences
Phase 1	3 Absences	Send Warning Letter	<ul style="list-style-type: none"> • Parent phone call • After school detention
Phase 2	5 Absences	Send 5 Day Notification Letter	<ul style="list-style-type: none"> • Parent conference • Create Attendance Intervention plan
Phase 3	10 Absences	Send 10 Day Notification Letter Certified Mail	<ul style="list-style-type: none"> • Attendance Hearing with Admin • Develop or Refine Attendance Contract
Phase 4	20 Absences	Send 20 Day Notification Letter Certified Mail	<ul style="list-style-type: none"> • Attendance Contract Reviewed • Potential Loss of Course Credit • Potential Referral to Shelby County Juvenile Court

Inactive Status: After three days of consecutive absence, the SART process will begin (see truancy matrix). After 10 days of consecutive absence with no response to phone calls or certified letters, or the SART process, a student will be placed on inactive status, withdrawn for school, and records will reflect that the student voluntarily withdrew from school. Students who are inactive are no longer part of the school's enrollment count. Any student who becomes inactive will be returned to active status once he/she returns to school and will be placed on the waiting list if applicable. A meeting of the SART will be convened immediately.

Legal Interventions: The SART reserves the right to involve the judicial system in cases of excessive absences, excessive tardies and habitual truancy.

Appeals: Disputes over whether an absence is excused or unexcused shall be decided by the principal (or designee). After meeting with the parent/guardian, the principal will send the parent/guardian a letter confirming his or her decision and ensure that the student's attendance record is adjusted accordingly. The principal's



decision can be appealed to the Executive Director or designee, as specified in the principal's decision confirmation letter.

Calendar & Bell Schedule Policy

C. 1.0

Policy: Green Dot School Year Calendar

Green Dot Public Schools Tennessee will offer a minimum of 182 days of instruction per school year. Whenever possible, Green Dot will align its calendar with the school calendars provided by the Achievement School District and Shelby County Schools.

The GDPST calendars will be published on school websites and distributed to families annually.



Calendar & Bell Schedule Policy

C. 2.0

Policy: Bell Schedule

Green Dot will offer a six (6) period bell schedule with an additional advisory period. The school may alter the regular bell schedule to accommodate holiday release, student testing and teacher professional development.

School bell schedules will be published on school websites and distributed to families annually.



Code of Conduct Policy

D. 1.0

Policy: Progression of Disciplinary Procedures

Each student is expected to behave in a manner that exemplifies dedication, discipline, desire, honesty, loyalty and respect. Students will be held responsible and accountable for behavior that conveys these principles. Proper behavior is expected at all school-sponsored activities both during and after the regular school day. Green Dot believes it is the role of educators to teach students proper behavior and to work with students who make poor decisions so they can become equipped to be college and career-ready adults. Students who consistently or repeatedly fail to uphold the Green Dot standards of conduct and behavior, however, may be subject to disciplinary action up to and including expulsion.

For the purposes of this handbook, "Suspension" shall be defined as dismissed from attendance at school for any reason for not more than ten (10) consecutive days. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to avoid expulsion from school. "Remand" shall be defined as assignment to an alternative school or program. "Expulsion" shall be defined as removal from attendance for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute expulsion.

PROGRESSION OF DISCIPLINARY PROCEDURES

Teachers are responsible for the day-to-day discipline in their classrooms within the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs and work together to find a common ground in the classroom, to ensure that learning can take place. Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the administration. The Discipline Matrix can be found in Code of Conduct Policy D 2.0.

ADMINISTRATIVE DETENTION: These detentions are typically held after school. During the detention period, students are to sit quietly and complete assignments. No activity such as listening to music, sleeping, etc. is permitted. This detention is served after school and may consist of writing an assignment, sitting quietly in a classroom or assisting with cleaning of the campus. School events, activities or athletics are not valid reasons for missing a detention.

After a student is given a school detention, the student's parent/guardian may be notified by telephone by the Principal or designee.

Code of Conduct Policy**D. 2.0**

Policy: The Discipline Matrix

The matrix below outlines the three-tier system for responding to both major and minor infractions.

Violation	Description	Examples	Potential Consequences
Mild	A mild behavior infraction is a minor misbehavior that does not impede the learning of others or only does so to a minimal extent.	<ul style="list-style-type: none"> • Minor uniform infraction • Failure to complete work • Chewing gum • Food/drink violation • Calling out 	<ul style="list-style-type: none"> • Teacher intervention through any of the following techniques: non-verbal correction, gentle verbal reprimand, proximity correction or humor.
Moderate	Moderate behavior infractions are misbehaviors that more persistently impeded the learning of the student or their peers.	<ul style="list-style-type: none"> • Instigating a fight • Insubordination/defiance • Tagging • Inappropriate use of technology • Verbal altercation • Profanity/foul language not directed at an adult 	<ul style="list-style-type: none"> • Detention (lunch or after school) • Referrals • Parent conference • Parent shadowing • Loss of student privileges • Suspension (or ISS) • Student agreement • Other school service
Severe	Severe behavior infractions are misbehaviors and actions that are very serious violations of our Code of Conduct, and/or are criminal violations of Tennessee law.	<ul style="list-style-type: none"> • Bullying • Drug distribution • Leaving class without permission • Destruction of property • Fighting • Brandishing a weapon • Gang activity • Terrorist threats 	<ul style="list-style-type: none"> • Detention (lunch or after school) • Suspension (or ISS) • Discipline Review Board • Student agreement • Probation • Expulsion
Zero Tolerance	Zero Tolerance infractions are misbehaviors and actions that are very serious violations of our Code of Conduct, and/or are criminal violations of Tennessee and Federal law.	<ul style="list-style-type: none"> • Possession of a firearm or explosive • Possession of an illegal drug or unauthorized prescription drugs • Battery against school personnel 	<ul style="list-style-type: none"> • Expulsion for a minimum of one (1) year

ADMINISTRATIVE AFTER SCHOOL DETENTION: These detentions are up to 60-minute detentions that occur after school five minutes after the dismissal bell. Students must report to detention on time and remain in detention for the entire time to clear the detention.

During the detention period, students are to sit quietly and complete assignments. No activity such as listening to music, sleeping, etc. is permitted. This detention may consist of writing an assignment, sitting quietly in a classroom or assisting with cleaning of the campus. School events, activities or athletics are not valid reasons for missing a detention.

After a student is given a school detention, the student's parent/guardian may be notified by telephone by the Principal or designee.



ADMINISTRATIVE LUNCH DETENTION: Students will receive a detention reminder slip, which will have the date of your detention and the room lunch detention will be held. Students will have three minutes to report to the lunch detention room. The expectation for students is to serve their lunch detention the next time lunch detention is offered (Ex. Student receive lunch detention on Monday, student will serve lunch detention on Tuesday). Students who do not attend lunch detention will receive a school-wide detention, which may disqualify them from the next merit event (Exceptions will be made for students who were absent on the day of detention).

HOW TO EARN MERITS

Teachers should award merits anytime a student displays a “merit worthy” behavior. Merit worthy behaviors are observable actions that indicate or exemplify preparedness for college, leadership and life.

Buckets of “Merit Worthy” Behavior:

Preparing For College	Preparing for Leadership	Preparing For Life
Academic discourse High level questioning Persisting with difficult content (in class or out of class)	Taking Initiative Striving For Excellence	Showing Respect Acting Responsibly Interacting Positively and appropriately in all settings Nurturing Diversity and Collaboration



Code of Conduct Policy

D. 3.0

Policy: Serious Infractions

In order to assure a safe and secure learning environment free of drugs, violence, and dangerous weapons, any student who engages in the following behaviors may be subject to suspension for a period of not less than one (1) school year.

1. Unauthorized possession of a firearm
2. Committing aggravated assault of a "teacher, principal, administrator, or any other employee of an LEA or school resources officer"
3. Possession of illegal drugs

Expelled means removed from the student's regular school or removed from school attendance altogether.

Remanded means removed from the student's regular school and placed in an alternative school. Green Dot Public School's Director of Schools may modify this expulsion on a case-by-case basis.

The following behaviors are also considered serious infractions and may lead to immediate suspension and/or remand.

1. Violence or threatened violence against the person or property of any personnel or any student attending or assigned to any school;
2. Possession of a pistol, gun or firearm on school property;
3. Possession of a knife or other weapons, etc., as defined in TCA 39-6-170, on school property;
4. Willful or malicious damage to the theft of real or personal property of the school or the property of any person attending or assigned to the school;
5. Unlawful use or possession of barbitol or legend drugs as defined in TCA 53-10-101;
6. Unlawful use or possession of alcohol;
7. The sale or distribution of drugs and alcohol;
8. Assault or battery on school employees; (*this includes physical and explicit verbal assault*)
9. Willful and persistent violation of the rules of the school or truancy (*with prior unsuccessful interventions*)



Code of Conduct Policy

D. 4.0

Policy: Suspension

A student may be suspended or expelled/remanded for serious infractions. Misbehaviors in violation of the Student Code of Conduct not otherwise constituting an expellable offense may become a serious infraction subject to expulsion and/or suspension when the misbehavior is so persistent that, in cumulative effect, it is significantly disruptive of the educational process. The decision to expel shall be based on an assessment of the facts and circumstances of each case. Relevant factors, without prioritization, include, but are not limited to, the seriousness of the misconduct, the student's age, grade level, history of prior misconduct, health and safety issues, and disruptive effects upon the educational process.

SUSPENSION PROCESS

In addition to the above list of serious violations, the Principal or designee has the authority to suspend a student for a period of up to five (5) school days to further investigate an incident or because of an emergency constituting endangerment to health or safety of students or staff.

1. PREREQUISITES TO SUSPENSION

Prior to suspending a student, the Principal or designee must hold an informal conference with the student to:

- a) Notify the student of the accusations against him/her;
- b) Allow the student to relate his/her version of the incident; and
- c) Determine whether the student's conduct warrants suspension.

2. NOTIFICATION TO PARENTS/GUARDIANS

If the Principal or designee determines the student's conduct warrants suspension during the school day, the Principal or designee must notify the student's parents/guardians that the student has been suspended before the student is sent home on the day the suspension occurs. The Principal/School Director or designee will notify a suspended student's parents/guardians of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Principal/School Director.

3. CREDIT DURING SUSPENSION

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.



Code of Conduct Policy

D. 5.0

Policy: Achievement School District (ASD) Expulsion & Remand Process

EXPULSION PROCESS

This process applies to expulsions (removal from the regular program for more than ten (10) days). When Green Dot Public Schools Tennessee finds the most serious disciplinary consequence – expulsion from school – to be required for a student, it should follow the steps below before applying an expulsion.

- **PREREQUISITES FOR EXPULSION**

Prior to remanding a student, the Principal and/or designee must hold an informal conference with the student to:

- a. Notify the student of the accusations against him/her;
- b. Allow the student to relate his/her version of the incident;
- c. Suspend the student for five (5) days pending a decision on an expulsion.

- **NOTIFICATION OF PARENTS/GUARDIANS**

If the remand/expulsion is applied, the principal or designee shall immediately give notice of the remand/expulsion to the parent or guardian. After providing notice, the school should obtain the parent's signature or, if the parent or guardian cannot be reached, mail a certified copy of the notice to the student's home address. The remand/expulsion notice shall include the effective date and length of the remand/expulsion, the reason for the remand/expulsion, and information about the parent's right to appeal the expulsion decision to the GDPST Executive Director. The notice shall also state that failure to request an appeal in a timely manner constitutes a waiver of further rights in the matter. All remand/expulsion appeals must be filed at the charter network level, orally or in writing, within five (5) days after receipt of the notice and may be filed by the student, legal parent or guardian.

- **APPEAL TO A DISCIPLINARY HEARING AUTHORITY APPOINTED BY THE SUPERINTENDENT**

Appeals of remands/expulsions shall be heard by a disciplinary hearing authority, consisting of members appointed by the Superintendent. Each appeal shall be heard by a hearing authority with at least one licensed employee of the ASD or one of its authorized schools. The hearing shall be audio recorded.

The Superintendent or designee shall give notice of the time and place of the hearing to the parent or guardian, the student, and the principal or school designee. The Superintendent or designee shall also notify the parties that:

- The notice shall include the reasons for the remand and state the same student rights as provided for suspension hearings, above.
- The hearing will be held within ten (10) days of the receipt of the request for appeal.
- The hearing authority may affirm the decision of the school or order adjustment or removal of the remand/expulsion upon such terms and conditions as it deems reasonable.

- **DECISION OF THE DISCIPLINARY HEARING AUTHORITY**

Immediately following the appeal hearing, the hearing authority will notify the student and the student's parents/guardians in writing of his/her decision. The decision shall specify:

- The length of the expulsion, if any;
- Assignment to an alternative school, if applicable;
- When the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period; and
- The right to appeal the decision to the ASD Superintendent or designee.

- **NOTIFICATION OF ASD OFFICE OF SUPERINTENDENT**



If the remand/expulsion is applied, all paperwork should be sent to the ASD's Manager of Enrollment and Discipline within two (2) days of the decision to remand. The ASD will partner with the parent to assign the student to an alternative school. In order to facilitate the ASD's swift placement of the student in alternative school and minimal lost instructional time, the remand notice to the ASD must include all required submission components as specified in the ASD's Remand/Expulsion Checklist, submitted no more than seven (7) days after the incident occurred.

- **APPEAL to the NETWORK HEARING AUTHORITY**

Per TN49-6-1504, no student should be assumed to have violated school rules without a fair and unbiased hearing in front of people who can judge him or her impartially. Appeals of remand/expulsion decisions shall be heard by a network disciplinary hearing authority first. The purpose of the Network Hearing Office is to consider the fairness, reasonableness, and legality of the discipline decision. If a parent, student or student representative is not satisfied with the decision of the Network Hearing Authority, he or she may appeal to the ASD Office of the Superintendent.

- **APPEAL TO THE ASD SUPERINTENDENT OR DESIGNEE**

The student or his/her parents/guardians may appeal the Disciplinary Hearing Authority's decision. The appeal process is as follows:

- Parents may request a review by the ASD Superintendent by notifying her in writing within five (5) calendar days of the date of receipt of the decision by the Disciplinary Hearing Authority.
- The ASD Superintendent will review the audio or transcribed record from the hearing.
- The ASD Superintendent or designee will notify the student and his or her parents/guardians of the decision, in writing, within five (5) school days of the request for a hearing.



Code of Conduct Policy

D. 6.0

Policy: State Board of Education (SBE) Expulsion & Remand Process

Required Remand for Suspensions of More than Ten (10) Days

It is the State Board's philosophy that it is in the best interest of students to be in the classroom as much as possible. To that end, the State Board has determined that for disciplinary infractions justifying a suspension of more than ten (10) school days, an authorized charter school shall remand the student to alternative school for the period of the suspension, absent special circumstances. Students remanded to alternative school shall comply with the compulsory attendance law.¹

If a special circumstance arises that the authorized charter school believes justifies a disciplinary action other than the required remand to alternative school, the authorized charter school shall immediately notify the Director of Schools, or designee, of the special circumstance. The Director of Schools, or designee, will consult with the authorized charter school regarding the special circumstance and will come to a decision regarding the proposed modification of the required remand within seven (7) business days. Special circumstance modifications will be considered by the Director of Schools on a case-by-case basis.

The required remand to alternative school shall not apply to students found to have committed a Zero-tolerance offense.

Student Disciplinary Hearing Authority

Each authorized charter school shall establish a Disciplinary Hearing Authority ("DHA") which shall conduct appeals for students who have been remanded/suspended for more than ten (10) school days.³ Each authorized charter school shall develop a policy outlining the processes and procedures for its DHA hearings which shall include the following minimum requirements:

- (1) The governing board of the authorized charter school shall appoint a DHA which shall consist of at least two (2) members (maximum number must not exceed total membership of the governing board). At least one (1) DHA member shall be a licensed employee of the authorized charter school. All appointments are for one (1) year terms and subject to reappointment. Governing board members shall not serve on the DHA.
- (2) The governing board shall appoint a chairman of the DHA from the members appointed by the board. The chairman shall perform the following duties:
 - (a) Set the time, place, and date for each hearing;
 - (b) Maintain order and structure during each hearing; and
 - (c) Prepare, sign, and disseminate the minutes of each meeting.
- (3) A audio record of the proceedings shall be made by the DHA, and will be made available to the student upon request.
- (4) The student shall have the right to legal representation, at the parent's expense. The school administrators are to be notified, in writing, at least five (5) school days prior to the hearing if the student is to be represented by legal counsel.
- (5) The authorized charter school shall inform, in writing, the student and parent or guardian that the remand/suspension may be appealed within five (5) school days of notification of the remand/suspension and provide the student and parent or guardian with a copy of the appeal policy/procedures. Upon receiving notification of the request to appeal the remand/suspension decision, the DHA shall provide



written notification to the student and parent or guardian, and any other appropriate person of the time, place, and date of the hearing in a language that the parent and student understand. The hearing shall be held no later than ten (10) school days after the beginning of the remand/suspension.³ The deadline for the DHA to make a decision shall be set forth in each authorized charter school's policy.

- (6) The DHA may take the following disciplinary actions:⁴
 - (a) Affirm the decision of the school principal;
 - (b) Order removal of the remand/suspension unconditionally;
 - (c) Order removal of the remand/suspension upon such terms and conditions as it deems reasonable; or
 - (d) Remand/suspend the student for a specified period of time.

- (7) Within five (5) school days of the DHA rendering a decision, the student, parent or guardian, principal, principal-teacher or assistant principal may request a review by the governing board, and the governing board shall review the record. Following the review, the governing board may grant or deny the request for a hearing or affirm or overturn the decision of the DHA with or without a hearing. The governing board shall not impose a more severe penalty than that imposed by the DHA without first providing an opportunity for a hearing before the governing board.⁵ The notice of the hearing shall include a statement that, unless the student, parent or guardian requests an open hearing in writing within five (5) school days of receipt of the notice, the hearing shall be closed to the public.⁵ The governing board shall render a decision within ten (10) business days. In addition, each authorized charter school's policy shall outline the requirements for participation in a hearing granted by the governing board, including whether governing board members and other participants will be allowed to participate electronically. The decision of the governing board shall be final.

- (8) **Zero-tolerance offenses.** Zero-tolerance offenses (refer to the Code of Conduct Policy D. 2.0) require a mandatory calendar year expulsion unless modified by the Director of Schools.² Students found to be in violation of the Zero-tolerance policy shall be given the right to appeal to the DHA within five (5) school days of receiving notice of the expulsion. The DHA shall only have the ability to consider guilt or innocence of the Zero-tolerance infraction, and whether the student was provided with proper due process. The DHA shall render a decision within five (5) business days. The DHA shall not have the ability to modify the mandatory calendar year expulsion, however, the DHA may make a recommendation to the Director of Schools regarding a proposed modification of the student's mandatory expulsion.
 - (a) Within five (5) school days of the DHA rendering a decision, the student, parent or guardian shall have the right to appeal from the DHA to the Director of Schools to seek modification of the mandatory calendar year expulsion. The Director of Schools shall consider a recommendation from the DHA, if any, regarding a proposed modification of the student's expulsion, however, the Director of Schools shall not be bound by the recommendation. The Director of Schools shall render a decision within seven (7) business days.

 - (b) Within five (5) school days of the Director of Schools rendering a decision, the student, parent or guardian shall have the right to appeal to the governing board of the authorized charter school regarding guilt or innocence of the Zero-tolerance infraction, and whether the student was provided with proper due process. The governing board shall render a decision within ten (10) business days. In addition, each authorized charter school's policy shall outline the requirements for participation in a hearing granted by the governing board, including whether governing board members and other participants will be allowed to participate electronically. The governing board of the authorized charter school shall not have the ability to modify the decision of the Director of Schools with regard to modification of the student's expulsion. The decision of the charter school's governing board shall be final.



The DHA and governing board shall follow the same procedures and timelines for Zero-tolerance offenses and remands/suspensions of more than ten (10) school days, unless otherwise stated herein.



Code of Conduct Policy

D. 7.0

Policy: Discipline for Students with Disabilities

Schools may discipline students with disabilities using in-school suspension, or out-of-school suspension. During in-school suspension, the school must provide comparable services to the student's IEP and allow opportunities for the student to participate in his or her general curriculum.

A school may suspend a student with a disability for up to 10 days without a duty to provide continued services specified in the student's Individual Education Program (IEP), review his or her Behavior Intervention Plan (BIP), or reconsider the Functional Behavior Assessment (FBA).

If a student is remanded, removed from primary school longer than 10 days, a manifestation determination review (MDR) must be conducted within the first 10 days of the student's removal. Parents must be notified at least 24 hours prior to the MDR. The MDR shall be used to determine (1) whether the conduct in question was caused by, or had a direct or substantial relationship to the child's disability, or (2) whether the conduct in question was the direct result of the school's failure to implement the IEP. Regardless of the MDR determination, services shall recommence on the 11th day of the student being removed from their primary school.

If the MDR determines that the conduct for a non-zero tolerance offense was a manifestation of the student's disability, the school must do the following: (a) conduct or review the student's FBA, (b) develop or modify a BIP, and (c) return the student to placement from which he or she was removed unless parents and school agree to a change of placement as part of modifications to the IEP or BIP. If the conduct was a zero tolerance offense, the student can be placed in an alternative education setting for up to 45 days. If the MDR determines that the conduct was not a manifestation, the student shall be disciplined in the same manner as non-disabled students would be for similar violations. The school will remain responsible for service provision.

Parent or school appeals of the MDR determination must be conducted within 20 days of notice of the MDR decision by the school. Green Dot Public Schools has 10 days to render an appeal decision. During the appeal process, the student shall continue receiving disability services. Schools have the right to appeal to the special exceptions ruling if continuing IEP services is substantially likely to result in injury to the student or others.

Students suspected of a disability should receive IDEA discipline protections if the school has knowledge that the student may have a disability before the misconduct occurred. If the misconduct occurs and the parent then alleges the child has a disability, the child will not receive discipline protections for that misconduct.



Code of Conduct Policy

D. 8.0

Policy: Corporal Punishment

No employee of Green Dot shall engage in corporal punishment, condone its use, or seek permission from another (including a parent) to administer it. Some examples of corporal punishment include, but are not limited to:

- Shoving, striking, grabbing, shaking or hitting a student
- Throwing objects at a student
- Unreasonable restraint of a student
- Directing others to engage in any of the activities listed above

There may be times when a Green Dot employee may need to use physical contact with a student. This should only be done for reasons of self-defense or defense of another. Any action done for these reasons must be:

- Proportional to the student's conduct; and
- The most restrained means available to control the situation

Resorting to physical contact to protect oneself or another and/or regain/maintain order must be a last resort after all other reasonable means have been exhausted. Restraint and/or isolation of special education students are governed by relevant TN state law. Each situation will be reviewed by Green Dot Public Schools Tennessee.



Code of Conduct Policy

D. 9.0

Policy: Safe Relocation of Students

Employees who are directly responsible for a student's education or who otherwise interact within the scope of their assigned duties may relocate a student from the student's present location to another location when such relocation is necessary for the student's safety or the safety of others, or intervene in a physical altercation between two (2) or more students, or between a student and a Green Dot employee, to end the altercation by relocating the student. Such employees may use reasonable force to physically relocate the student or intervene in a conflict if the student is unwilling to cooperate with the employee's instructions. This policy shall be in effect on school property, as well as at official school functions, including, by not limited to, sporting events and approved field trips, taking place away from the local school property.

If an employee is unable to resolve the matter when the use of reasonable or justifiable force are required, the student shall be allowed to remain in place until such a time as local law enforcement officers or school resource officers can be summoned to relocate the student or take the student into custody until such a time as a parent or guardian can retrieve the student.

In the event that physical relocation becomes necessary, the teacher shall immediately file a report of the incident with the building principal. If the student's behavior constitutes a violation of the Green Dot Student Conduct Policy, then the report shall be placed in the student's permanent record. Otherwise, the report shall be kept in the student's discipline record, and not become a part of that student's permanent record.

Each building administrator shall fully support the authority of the employees under this policy, and fully implement the policy and procedures of the system.



Student Dress Code

E. 1.0

Policy: School Uniform

It is our goal to create a safe, orderly, and academically focused environment. Research shows that when combined with other appropriate measures, dress code policies have a positive impact on school climate, student behavior and academic success. Students are to focus on cleanliness, neatness, good taste, and safety. The regulations listed below are to be observed by all students at all times.

SHIRTS: Only plain collared, polo-style shirts are to be worn in the color that the school designates. The only approved logo or name is the name of the school. Plain shirts are acceptable, but no logos are permitted. All shirts must be tucked in at all times during school hours. When both hands are raised, the shirt must be long enough to remain tucked. All undershirts must be black, white, or gray and must be worn under not over the shirt.

SWEATERS/SWEATSHIRTS: Sweatshirts may be worn in the school's designated color. All sweaters must be worn with a uniform shirt underneath. Sweaters must plain with no writing, emblems, or logos of any kind except the name of the school.

PANTS/SHORTS: Only trouser-style khaki pants/shorts/ are to be worn. Trousers are to be worn at least ankle length but not touching the ground. No cargo shorts are permitted. The hem must not be frayed or ripped and sweat pants are not allowed. It is not permissible to cut the leg seam. Shorts/skirts must reach the top of the knee in length. Pants and shorts must be worn at the waist, not at the hip.

SKIRTS/SHORTS: Khaki skirts/skorts must be the appropriate size and must fall just above the student's kneecaps.

TIGHTS/LEGGINGS: Only solid black, white, or gray may be worn under skirts of the appropriate length.

BELTS: Belts must be a black, white, or gray, standard width belt, and they must be properly worn at waist level. Belts may be webbed, braided or leather. Belts and belt buckles may not have logos, studs, chains or initials.

FOOTWEAR: Dress shoes or tennis shoes. All footwear must have closed toes and closed heels. No house shoes, slippers, or sandals of any kind are allowed. Shoes must be plain black, white or gray.

HAIR: Neat, clean, and fixed in such a way that it does not hang in the face. Beards and mustaches that are neatly trimmed.

HEADWEAR: No hats, bandanas, wave caps, or visors are allowed on campus. Students may not wear their hoods in class. Girls may wear ribbons, rubber bands, barrettes, or headbands. No sweatbands are allowed on your wrists or your head.

SCHOOL GEAR: School T-Shirts, Spirit Shirts, and sweatshirts may be worn on designated days.

SOCKS: Plain black, white or gray must be worn.

COATS/OUTERWEAR: Coats and outerwear may be worn but must be taken off and stored in lockers during the school day.

SYMBOLS: Symbols, either sewn or pinned onto clothes, backpacks or jewelry, may not display any messages of intolerance, gang, drug or sexual references. Such symbols will not be tolerated on any school materials or supplies.



We must establish the integrity of our dress code. Students who are not in uniform will be given opportunities to correct their attire, including using “loaner clothing” if it is available. Students who fail to return the loaner clothing at the end of the day may have their student accounts charged the cost of the clothing. The student should expect disciplinary action consistent with our progressive discipline policy. A phone call home may be made on the first offense for any student who fails to comply with the dress code. A family member may be asked to come to school with a change of clothes, and the student may receive detention and/or in-school suspension.



Student Dress Code

E. 2.0

Policy: Casual Dress Days

The Principal authorizes all Casual Dress Days. They may reflect a particular holiday and/or theme; however, the following guidelines are to be observed on all Casual Dress Days:

1. Students are permitted to wear casual pants, including clean and untorn jeans.
2. Students are permitted to wear T-shirts, sweatshirts or other casual shirts/blouses provided they are modest and do not make reference to drugs, alcoholic beverages, taverns, offensive activities or hard rock concerts, etc. "Double meaning" T-shirts are not permitted. At no time are midriff T-shirts, sweatshirts or other casual shirts/blouses to be worn as well as clothing that exposes the midriff (stomach/waist).

CLOTHING FOR DANCES: The Casual Dress Day guidelines are to be followed for all informal dances. For formal dances, appropriate clothing is required. Formal dresses must be mid-thigh or longer. Clothing must not reveal undergarments. Slits anywhere on the dress cannot be higher than the thumbs when hands are kept at the side. Formal attire includes tuxes, suits, or dress pants with a suit coat. A long sleeve collared dress shirt with a tie must at least be worn. Dress pants must be long. No cut-offs, shorts, or sweat suits. If a student is not dressed in appropriate formal dance attire, the student will be sent home and no refunds will be given.



Enrollment Policy

F. 1.0

Policy: ASD Student Eligibility and Enrollment Policy

As a member of the Achievement School District, Green Dot Public Schools Tennessee adheres to the ASD enrollment policy. The ASD guarantees enrollment to all attendance area students at either their assigned neighborhood school or an equivalent placement. ASD schools enroll all students in accordance with Tennessee legislation and civil rights laws. Enrollment is non-discriminatory on the basis on disability. The ASD also guarantees the continued enrollment of non-attendance area students (e.g. transfers) who attended an ASD school prior to the transformation.

In the event of additional capacity, ASD schools can serve other eligible, but not 'guaranteed enrollment' groups of students. The following policy outlines the application, lottery, and waitlist processes that govern enrollment in the ASD.

STUDENT ELIGIBILITY AND ENROLLMENT PRIORITY

The Achievement School District's annual cycle of enrollment begins with conversations following the announcement of new ASD schools. ASD staff work with Green Dot to analyze current enrollment, attendance area student population, and building capacity for each ASD school. These discussions provide a perspective on various enrollment scenarios and an estimated number of preliminary seats available for non-attendance area students.

The ASD guarantees enrollment to all eligible students, as defined by state and federal laws. Enrollment eligibility is defined in three ways:

1. Priority-zoned. Students who, at the time of enrollment in an ASD school, reside in the designated attendance area of a school on the 2011 or 2015 Tennessee Priority list. NOTE: This applies to the attendance area of the school at the time that it became a priority school. A student is still ASD eligible if a local education agency creates new options, or even a new zone, for the priority school.
2. Priority-enrolled. Students who are not zoned to a priority school, but who, at the time of enrollment in an ASD school, are currently enrolled in a school on the Tennessee Priority list. This eligibility also applies to students who were enrolled in a priority school through the end of the previous school year.
3. Homeless students are eligible for enrollment in all GDPST schools

Generally, ASD schools have limited student enrollment. However, in accordance with T.C.A. 49-13-106(a), qualifying ASD charter schools may serve a limited number of non-priority zoned students who meet one of the following criteria:

- a. Child of a teacher, staff member, sponsor, or member of the governing body;
- b. Eligible for free or reduced price lunch; or
- c. Failure to test proficient on state standardized tests (EOC/TCAP/TNReady) in the previous school year. ASD schools that qualify to enroll students under this exception are (1) Tennessee charter schools, (2) that earned a TVAAS of 3, 4, or 5 in the previous year or are new schools, and (3) have conducted an initial enrollment period of at least 30 days and still have capacity to serve additional students. The enrollment of additional students under T.C.A. 49-13-106(a) may not exceed 25% of the school's total enrollment. The ASD has established an enrollment priority group structure to ensure that its schools serve certain students. Each transformation model carries certain requirements. Schools with attendance areas must serve all students assigned to their school. If a school has additional seats available after all students with guaranteed enrollment are offered seats, the school may offer enrollment to students according to the following Priority Groups.



Enrollment Policy

F. 2.0

Policy: Enrollment & Wait List Process

The Achievement School District's annual cycle of enrollment begins with conversations following the announcement of new ASD schools. ASD staff work with school operators to analyze current enrollment, attendance area student population, and building capacity for each ASD school. These discussions produce an estimated number of preliminary seats available at each school.

ASD school enrollment begins in early February. During the enrollment period, the ASD communicates to families about their school choices, student eligibility, the benefits of enrolling early and how to enroll in their preferred schools. Charter networks also directly communicate with surrounding families and communities to inform them of their school choices, share the experiences of students and families in their schools and create opportunities for school staff to learn more about and prepare to meet the needs of prospective students.

At the end of the enrollment period, ASD operators review enrollment requests. If a school has additional seats available after all eligible students with guaranteed enrollment are offered seats, the school must host an enrollment lottery to determine enrollment order for the remaining students. Each lottery process is either (a) approved by the ASD prior to implementation or (2) required to be certified by a law or accounting firm after its completion.

Lotteries proceed according to the following priority groupings based on the transformation model. These priority levels apply to determine the order of enrollment when an ASD school has more interested students than they can accommodate. These priority levels do not create initial eligibility to attend an ASD school.

Priority Group	Description	Status
Attendance area	Students with current, legal residence in an ASD school's attendance area	Guaranteed
Continuity	Non-attendance area students who attended the school the previous year (including students on transfer)	Guaranteed
Sibling	Brothers and sisters of enrolled students – either attendance area or continuity	Not guaranteed
Other ASD zone	Students with current, legal residence in another ASD school's attendance area	Not guaranteed
Other priority school zone	Students with current, legal residence in a non-ASD Priority School attendance area	Not guaranteed
Other at-risk or children of staff, sponsor, or governing body (for qualifying ASD charter schools only)	Students meeting one of the following criteria: o Eligible for free or reduced price lunch, o Failed to test proficient on a prior year's TCAP or End-of-Course exam, o Children of staff, sponsor, or governing body	Not guaranteed (may comprise no more than 25% of student body)

WAIT LIST

Openings may not exist for all students who participate in a school's enrollment lottery. If no opening exists, the student will automatically be waitlisted for his/her school choices. The order that a student is randomly identified in the lottery determines the order of that student on the school's waitlist.



The process of admitting students from the waitlist will be managed by the Operator. If a school would like to offer a seat to a student on the waitlist, it will select the highest ranking student, in accordance with ASD's Enrollment Priority Groups. Upon enrollment, the student is removed from the waitlist.

Waitlist policy differs slightly for students who live in an ASD school's attendance area, but apply to attend another ASD school. In the event that an opening does not exist for a student at the student's preferred school, the student will be placed on that school's wait-list and assigned to the student's neighborhood ASD school. In order to prevent unnecessary intra-district enrollment variability, ASD students can remain on other ASD schools' waitlists for the first two weeks of the school year. Following the first two weeks, those students will be removed from each school's waitlist. Students who live in the attendance area of other Priority Zone schools not served by the ASD may remain on waitlists indefinitely.



Enrollment Policy

F. 3.0

Policy: SBE Enrollment, Lottery & Waitlist Processes

All State Board of Education authorized Green Dot schools use SchoolMint to conduct its lotteries and manage its waitlists. This document explains the mechanics of SchoolMint's automated lottery and the preferences configured that align with Green Dot's approved charter application and Tennessee charter school law.

A. Green Dot Lottery and Waitlist Preferences

Green Dot will hold an initial lottery application period of at least 30 days each year. Applicants can complete forms via the SchoolMint system (this function was not ready for the 2017-2018 school year, but will be used in future years) or via paper forms which can be mailed, dropped off at any Green Dot school, emailed, or faxed. All forms will be date-stamped when they are received and entered into the SchoolMint system prior to the day of the lottery.

Lottery forms received prior to the application deadline will be categorized into one of the following priority groups:

- Priority Group 1:** All currently enrolled Green Dot Public Schools students
- Priority Group 2:** Children of Green Dot Public Schools regular, full-time employees and founding families (teachers, sponsors and members of the governing body) (not to exceed 10% of total enrollment or twenty-five students, whichever is less)
- Priority Group 3:** Siblings of students already admitted to the school
- Priority Group 4:** Students residing within Shelby County Schools
- Priority Group 5:** Students residing outside Shelby County Schools whose needs would be included in the area in which Green Dot Charter High School will focus

Students who may fall in multiple priority groups will be placed in the highest priority group for the lottery.

Priority Group 1:

Students are considered currently enrolled Green Dot Public Schools students if they are active in any of Green Dot Public Schools Tennessee schools as of the lottery form deadline.

Priority Group 2:

Priority Group 2 includes students who answer "yes" to one or more of the following questions: "Is one of the parents or guardians on the board of this organization?", "Is one of the parents or guardians employed by this organization?", and "Is the parent or guardian a Founding Family Member?" Each question with an answer of "Yes" will require a name to be submitted. All students eligible for Priority Group 2 will be verified through Green Dot Human Resources department.

Priority Group 3:

Priority Group 3 includes students with siblings who are currently enrolled at Green Dot Charter High School. A sibling is defined as someone who shares at least one biological parent or guardian with another student currently enrolled.

Priority Group 4:

Students are considered residing within Shelby County Schools District based on his/her address. This information can be verified either through SchoolMint's geographic boundary data service, Maponics, or by using Shelby County School District's school finder web query.

**Priority Group 5:**

Students are considered residing outside Shelby County Schools District based on his/her address. If an applicant resides in Tennessee, but his/her address falls outside of Shelby County School District's school finder web query or SchoolMint's Maponics service, the applicant will be placed in this group.

All preferences will be verified by Green Dot staff prior to the lottery being run. Verification will occur using one or more methods for each priority group:

Priority Group	Verification
Priority Group 1	<ol style="list-style-type: none"> 1. Current school listed on lottery form 2. Verification in Green Dot's SIS system that the student is actively enrolled
Priority Group 2	<ol style="list-style-type: none"> 1. Questions on lottery form and submission of name if answer is "Yes": "Is one of the parents or guardians on the board of this organization?" "Is one of the parents or guardians employed by this organization?" "Is the parent or guardian a Founding Family Member?" 2. Verification with Green Dot Human Resources that immediate family member is a current full-time, regular employee
Priority Group 3	<ol style="list-style-type: none"> 1. Question on lottery form, "Does the student have a brother or sister currently attending this school?" 2. Verification by Green Dot staff that sibling is currently enrolled at the time of the lottery
Priority Group 4	<ol style="list-style-type: none"> 1. Verification by SchoolMint's geographic boundary data service Maponics 2. Verification by Green Dot staff that address provided on lottery form falls within Shelby County Schools
Priority Group 5	<ol style="list-style-type: none"> 1. Verification by SchoolMint's geographic boundary data service Maponics 2. Verification by Green Dot staff that address provided on lottery form falls outside Shelby County Schools

If the number of completed lottery forms exceeds the grade-level capacity, a random, public drawing lottery will be held within 7 days after the end of the initial student application period.

The school reserves the right to select more than the applicable 9th grade capacity for admission to ensure the school's overall enrollment is stable as long as the increase would not require a material revision to the charter.

B. Post Lottery and Waitlist Management

If after the lottery, there are still seats available, Green Dot will accept students based on the order they register.

However, if all seats have been filled via the automated lottery, all remaining applicants participating in the lottery will be randomly placed within their priority groups for a spot on the waitlist.

Post-lottery, any lottery forms received after the lottery deadline but before the actual lottery taking place will be placed on the waitlist based on lottery preference in the order received behind those waitlisted students placed in the lottery.

Lottery forms received after the lottery has occurred will be placed on the waitlist in the order they are received with no preference being granted.



The waitlist for every grade expires annually on the last day of the school year. As a best practice, Green Dot will reach out to each waitlist student to invite them to submit a lottery form for the next school year during the annual application period and notify the parent/guardian of the waitlist expiration at the end of the year.

C. SchoolMint Lottery Mechanics

SchoolMint's random number generator (PRNG) is currently implemented as a modified Mersenne Twister with a period of $2^{19937}-1$.

For example, let's say there are 5 students (s1, s2, s3, s4 and s5) who have applied. Everyone has a "no priority." In this case, SchoolMint puts x number of tickets for each student in the hat (i.e. our randomizer - Ruby).

Let's say there is only 1 seat available for the grade that these 5 students are applying to. Therefore, x=1 and each student will get 1 ticket in the hat: s1 (t1), s2 (t2), s3 (t3), s4 (t4), s5 (t5).

Now let's say there are 3 seats available for the grade that these 5 students are applying to. SchoolMint will randomly pick up tickets for 3 students (e.g. t3, t1, t4). In this case, students 3, 1 and 4 are selected and the remaining students go on the waitlist in the order selected.

The above process will be repeated for each priority group starting with Priority Group 1 and ending with Priority Group 5.

Additional SchoolMint Details

- SchoolMint uses an industry standard randomizer.
- SchoolMint uses a pseudo-random number generator which is currently implemented as a modified Mersenne Twister with a period of $2^{19937}-1$. This is the default random number generator available with Ruby Language. More information can be found here (<http://ruby-doc.org/core-2.2.0/Random.html>). The generator uses a source of entropy provided by the operating system, if available (/dev/urandom on Unix systems or the RSA cryptographic provider on Windows), which is then combined with the time, the process id, and a sequence number. Because of this randomizer, every lottery run will show different results.
- SchoolMint maintains an audit-trail for all the changes including any waitlist changes that can happen as result of students accepting or declining offers.
- SchoolMint does not allow any user (school admin or SchoolMint employee) to tamper with the randomization of the lottery.



Enrollment Policy

F. 4.0

Policy: Physical Examinations and Immunizations

Proof of a complete physical examination must be presented prior to (a) each student entering school for the first time and (b) each student participating as a member of an interscholastic athletic team or in any other strenuous physical activity program.

No students entering school will be permitted to enroll (or attend) without proof of immunization, as determined by the Commissioner of Public Health. It is the responsibility of the parents or guardians to have their children immunized and to provide such proof to the principal of the school which the student is to attend.

Exceptions, in the absence of an epidemic or immediate threat thereof, will be granted to any child whose parent or guardian shall file with school authorities a signed, written statement that such measures conflict with his/her religious tenets and practices; or due to medical reasons if such child has a written statement from his/her doctor excusing him from such immunization. The immunization requirement may be waived for Homeless Students.

Proof of exceptions will be in writing and filed in the same manner as other immunization records.

A list of transfer students shall be kept at each school throughout the school year in order that their records can be monitored by the Department of Health.



Enrollment Policy

F. 5.0

Policy: ASD Transfers In to & Out of School

TRANSFERS INTO SCHOOL

1. Achievement School District TO Achievement School District
2. Other LEA TO Achievement School District

Ultimately, ASD school and operator leadership are responsible for deciding whether or not to receive a transfer student. The Achievement School District would like to ensure that its schools are able to make transfer enrollment decisions with full information and context. Accordingly, the following process should be followed when a transfer student arrives at an ASD school:

1. Ask the family to provide the name of the student's previous school and school district.
2. If the student is transferring from Shelby County Schools, require the family to present a copy of the SCS Withdrawal Entry Form. An ASD school should not register a transfer student until it can confirm the student has been appropriately withdrawn from his/her previous school.
3. ASD schools are encouraged to call the student's previous school directly to confirm the reason the student is no longer enrolled in the school.

ASD schools can choose to enroll a transfer student, even if he/she has an outstanding expulsion. However, administrators should always conduct the appropriate diligence before registering a student. Once a student has been registered at an ASD school, that school assumes responsibility for his/her education and placement.

1. Achievement School District TO Achievement School District
2. Achievement School District TO other LEA

TRANSFERS OUT OF SCHOOL

When a student transfers out of the ASD school, district and school/operator leadership must make an effort to understand a student's needs, attempt to address those needs in the current placement, and inform families of available school options. Transfers should always be requested by families. Under no circumstances should ASD staff directly 'counsel out' or advise a family to seek a voluntary transfer. In the event that an ASD school cannot adequately serve a student's needs or there are extenuating safety, discipline, or medical issues – school and operator leadership should work with ASD Support Team staff to find a suitable administrative placement. For questions or assistance with administrative placements, please contact the district's Special Education Manager for special education issues and the Manager of Enrollment for all other issues.

In the event that a family voluntarily requests to transfer a student to another school, the following process should be followed:

1. The family should contact the student's current school to discuss the transfer request process and receive a Transfer Request Form. The parent should complete, sign, and submit the form to the student's current school.
2. A follow-up meeting and exit interview is required for all transfer reasons other than moving/relocation. The school leader (or designee) will contact the family to arrange a meeting to discuss the transfer within 5 school days of receiving a completed Transfer Request Form. At the meeting, the school leader (or designee) will conduct an exit interview with the family, student, and other school staff as necessary. The exit interview ensures that the family has been adequately informed of options and that the ASD understands and documents the family's reasons for requesting a transfer. The Exit Interview Summary Form outlines the information that should be captured.



3. The school leader should discuss available school options with the family. Potential options include another ASD school, the student's zoned school (if different), an SCS school, or a private/parochial school. The family should be given some time to make a decision.
4. School leaders are encouraged to place a courtesy phone call to the student's new school to confirm capacity exists and the student will be registered upon arrival. Under no circumstances should a family be granted a transfer without some confirmation of capacity for that student at another school. For questions or assistance in securing a new placement for a student, please contact the Manager of Student Membership & Access.
5. Once a transfer has been granted, an ASD Withdrawal Form should be completed and the family should be issued a copy of the Transfer Request Form. Both ASD and SCS schools have been instructed not to register transfer students without the proper, signed withdrawal documentation.

Please use the enrollment hotline and enrollment email if you need more information or have questions (901-877-8ASD and enrollment@tn-asd.org).

Additional processes exist to ensure Green Dot appropriately serves families of students with disabilities or other special needs.

MID-YEAR TRANSFERS IN

Once a transfer student has enrolled (either by school choice or voluntary mid-year transfer) at an ASD school, he/she is required to meet behavioral and attendance expectations set forth in this handbook. Student transfers may be denied or revoked if the student fails to meet those expectations, despite intensive interventions implemented by the school. Students whose transfers are denied or revoked are to return to their attendance zoned school.



Enrollment Policy

F. 6.0

Policy: SBE Transfer Policy

Enrolled students may at any time request to transfer to another school. Green Dot Public Schools will encourage them to stay, especially if it is mid-semester. In a situation that a student does leave and later chooses to return, the student must complete an application and return it to the main office. When the application is submitted, the student will be informed if there is space available or if they will be placed on the waiting list, pursuant to the enrollment policy. Students who have been incarcerated must attend a conference with their parent/ guardian and an administrator before returning to the school. Students who have been previously expelled must complete the re-enrollment process prior to being eligible to return to school.



Extra-Curricular Activities Policy

G. 1.0

Policy: Athletic Eligibility

All Green Dot campuses follow the guidelines established by the SCIAA and TSSAA. Students must maintain a minimum grade point average of 2.5 for the previous grading period to remain eligible.

Students who fall between a 2.0 and a 2.5 GPA, are placed on probation for one quarter. During the probationary period, students will continue to participate in practice and games as long as they meet all requirements of the Student Athlete Probationary Agreement.

In addition to meeting GPA expectations, student athletes will be expected to adhere to the following guidelines:

- Athletes cannot receive a semester grade of "F" in any subject.
- Students must exhibit satisfactory citizenship and conduct on and off the field.
- Students must observe all regulations outlined in the current addition of the SCIAA guidelines.
- Students must pass a physical examination given by a medical doctor.
- Students must carry adequate insurance.

The mission of our athletic programs is to provide student athletes with competitive opportunities in interscholastic sports. It is our goal that each student athlete will learn and demonstrate the life-long values of leadership, sportsmanship, teamwork, and integrity.



Extra-Curricular Activities Policy

G. 2.0

Policy: Extra-Curricular Eligibility

STUDENT LEADERSHIP: Students wishing to apply for or maintain leadership positions must meet the following requirements for academics, attendance, and behavior:

- Students must maintain an overall GPA of 2.5 or higher, with no failing grades.
- Students must attend school regularly – a student with 10 or more absences may be removed from office.
- Students must be in good behavioral standing – a student earning an out-of-school suspension may be removed from office.

Any student can be excluded from social activities for academic or behavioral reasons.



Health & Welfare Policy

H. 1.0

Policy: Administration of Medication During the School Day

Green Dot may not furnish any medications. School personnel are prohibited by law from giving any medication to a student unless the student's physician has given written instructions. All medications require physician and parent/guardian authorization. Once authorization is obtained, the medication must be given to the Office in original containers, labeled with the name of the medication, dosage, name of student, and frequency of administration. Over the counter medications should be in original sealed packages with directions for administration. Medications will be stored in a secure location labeled with the student's name, dosage, and time to be given. Parents will be notified if a student requires an "only if needed medication" while at school. Medication administration will be documented in a medication log maintained for each child. This form will be incorporated into each student's permanent file upon transfer or graduation.



Health & Welfare Policy

H. 2.0

Policy: Communicable and Infectious Disease

No student will be denied an education solely because of a communicable disease, and his/her educational program shall be restricted only to the extent necessary to minimize the risk of transmitting the disease.

Parents or guardians of infected students shall inform appropriate school officials of the infection so that proper precautions for the protection of other students, employees, and the infected student shall be taken.

No student with a communicable disease which may endanger the health of either himself/herself or other individuals will enter or remain in the regular school setting. If a school principal has reason to believe a student has a communicable disease which may endanger the health of either himself/herself or other individuals in the regular school setting, the principal shall:

1. Assign the student to a setting which will protect other students, employees and the student himself; or
2. Exclude the student from school until certification is obtained from a physician or the County Health Department by either the parent or principal stating that the disease is no longer communicable.
3. If the superintendent/designee has reason to believe that the student has a long-term communicable disease, the principal must require confirmation from a physician or the County Health Department as to the student's condition. If the student is confirmed to have a long-term communicable disease the principal shall refer the student for special education services.

Green Dot may request that further examinations be conducted by a physician or County Health Department and may request periodic re-examinations after the student has been readmitted to the school.

Expenses incurred from examinations requested by school officials shall be paid by the school.

Students living with Human Immunodeficiency Virus (HIV) or Acquired Immunodeficiency Syndrome (AIDS)

To the extent practical with medical and educational needs, the student shall be subject to the same rules for class assignment, privileges, and participation in any school-sponsored activities as all other students. The school shall strive to maintain a respectful school climate for students living with HIV. Mandatory screening for communicable diseases not spread by casual everyday contact, such as HIV, shall not be a condition for school entry or attendance.

The school shall be responsible for requesting medical records from the parent/guardian and a statement from the student's physician regarding the health status of the student reported to be HIV-positive.

No information concerning a student living with HIV shall be divulged, directly or indirectly, to any other individual or group without the written consent of the parent/guardian. Under no circumstances shall information identifying a student living with HIV be released to the public.

Students shall be taught universal precautions through the Tennessee Health Education and Lifetime Wellness Standards for Grades K-12 and through the school's HIV prevention education program. Students shall also have access to voluntary and confidential counseling about matters related to HIV and AIDS.



Health & Welfare Policy

H. 3.0

Policy: Concussion and Sudden Cardiac Arrest

In accordance with the Tennessee Secondary School Athletic Association, any player who exhibits signs, symptoms or behaviors consistent with a concussion (such as a loss of consciousness, headache, dizziness, confusion or balance problems) or sudden cardiac arrest (such as fainting or seizures during exercise, unexplained shortness of breath, chest pains, dizziness, racing heart rate or extreme fatigue) shall be immediately removed from the game and shall not return to play until cleared by an appropriate health-care professional.

Green Dot employees shall adhere to the following protocol if players exhibit signs, symptoms, or behaviors consistent with a concussion or sudden cardiac arrest during practice or competition:

1. Continue to monitor players for possible signs of injury as usual.
2. Immediately remove any player that shows signs, symptoms, or behaviors consistent with a concussion or cardiac arrest from the activity or competition.
3. The school shall have the player examined by the school's designated health care provider. If the designated health care provider determines that the student has not sustained a concussion or experience sudden cardiac arrest, the player may return to the activity or competition.
4. The head coach shall be responsible for obtaining clearance from the school's designated health care provider.
5. If the school does not have access to a designated health care provider, or if the school's designated health care provider suspects that the athletic may have sustained a concussion or experience sudden cardiac arrest, the only means for an athlete to return to full or graduated practice or play is for the student to be evaluated and given written clearance from a licensed health care provider.

Per Tennessee State Board of Education requirements, coaches must take the National Federation of State High School Associates Elective Course – Sudden Cardiac Arrest and Concussion online courses.



Health & Welfare Policy

H. 4.0

Policy: Epinephrine Auto Injectors

During the enrollment process, parents/guardians must indicate if their child has any chronic health problems, medical conditions, medications, or allergies on the Enrollment Form.

Stocking: Green Dot shall obtain a prescription for epinephrine auto-injectors ("EpiPen") from an authorizing physician and surgeon that includes at least one regular EpiPen per Green Dot school, unless there are students at the school who require a junior EpiPen. Such a prescription may be filled by local or mail order pharmacies or EpiPen manufacturers. Green Dot recommends that each Green Dot school stock a minimum of two regular EpiPens. The designated school administrator is responsible for restocking EpiPens.

Volunteer Requests: Green Dot will distribute an annual notice to all school staff that contains the following information:

- a description of a volunteer request stating that the request is for volunteers to be trained to administer an EpiPen to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis; and
- a description of the training that volunteers will receive.

Training: Each school's Office Manager, Parent Coordinator, and Office Assistant(s) will be trained to administer EpiPens, and receive annual refresher training. Such training shall be consistent with the most recent "Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs" published by the federal Centers for Disease Control and Prevention and the most recent guidelines for medication administration from the CDE.

Administration: If a student is, or reasonably believed to be, suffering from an anaphylactic reaction, only the school's Office Manager, Parent Coordinator, Office Assistant, or volunteer staff member who has received EpiPen training can administer the EpiPen to the student. During the administration of the EpiPen or as soon as practicable thereafter, or if no trained individual is present at the time of the anaphylactic reaction, the school will immediately call 9-1-1 to request an emergency response and stay with the student until paramedics arrive. The school will also contact the student's parent/guardian and physician as soon as practicable upon learning of the student's anaphylactic reaction.



Health & Welfare Policy

H. 5.0

Policy: Home and Hospital Schooling

Green Dot requires regular attendance at school to ensure students receive a quality education. If a student incurs more than 10 school days of consecutive absence because of health or physical impairment, he/she shall seek home and/or hospital based instruction.

Home and hospital schooling shall begin as soon as the student's physical and mental health permits. The amount of instructional service time provided through the home and/or hospital program shall be determined in relation to each student's education needs, as well as his/her physical and mental health.

If a student is eligible for home and/or hospital schooling an Educational Planning Conference will be convened by an administrator within 5 days of the receipt of the written request and doctor's forms. This meeting will include the parent, student, Counselor, and a grade level representative and will determine the schedule for the home school teacher to provide service.

A student who requires home and/or hospital schooling on a temporary basis shall be provided with instructional services sufficient to enable him/her to return to school with a minimum of difficulty. **Instructional tutoring should not be less than five (5) hours per week unless the physician certifies that the student should not receive this level of instruction due to medical reasons.** A student who requires home and/or hospital schooling for an extended time shall be provided with instructional services sufficient to appropriately advance the student's basic educational development.

A student may receive home and/or hospital schooling through telephonic or other electronic communication systems if such a system is available to the student and instructor. **However, at least two (2) hours per week of direct instructional services shall be provided.** All instructional services and home visits will be documented via Power School to ensure the student's needs are being met.

Before a student returns to school, an Educational Planning Conference must be held wherein the school approves a plan for successful re-entry. The plan will be created by the parent, Counselor, administration, the physician/therapist (if necessary), and the home school teacher. A student will not be permitted to return to classes until the plan has been approved.

Long-term Hospitalization

In the event a student must be hospitalized for a long period of time (i.e. for physical or psychological reasons or for treatment with substance abuse) he/she may retain his/her status at Green Dot.

If the hospitalization is for physical reasons, an administrator or designee will serve as the liaison between the family, hospital and school. The administrator will meet with the school Counselor and student's teachers to determine the education needs of the student. The administrator is responsible for the ongoing coordination of the student's educational program.

If the hospitalization is for psychological or substance abuse reasons, a school psychologist will work with the administrator as the liaison between the family, home, and school. Before discharge of the student and his/her return to school the school psychologist and administrator will conduct a meeting with all school professionals who will be working with the student to determine the strategies needed for a positive transition to the school setting.



Health & Welfare Policy

H. 6.0

Policy: Illness at School

1. A staff member will assist a student in need of help for sudden illness or injury occurring in school. Conditions occurring at home should be taken care of before coming to school.
2. Students should be covered under family insurance. The school is not responsible for medical bills for injuries occurring at school.
3. The secretary/administrator does not diagnose illnesses. Students who are unable to remain in class because of illness will be sent home. Parents will be contacted to make transportation arrangements for their student to go home if s/he is too ill to stay in school. No student will be allowed to leave the campus without parent notification. If ill, the student should be given care at home or, if the condition persists, the student should seek medical attention.
4. Arrangements to leave school because of illness or injury must be made through the office.
5. Health matters are treated confidentially.
6. Students expecting to be absent two weeks or more for medical reasons MUST contact the office regarding home instruction. The student's physician must make a request for home instruction.



Health & Welfare Policy

H. 7.0

Policy: Injury or Medical Illness

All injuries and illnesses MUST be reported to the nearest faculty member in charge or to the office. Most injuries are avoidable if safety rules are observed.

Parents are advised that if their child is hurt at school, there is no school insurance to cover medical costs. In case of injury, GDPST staff will administer first aid. An ambulance will be called in case of serious injury. The school will immediately notify parents or other adults listed on the emergency form.

If a student feels sick at school, he/she will be able to lie down. If the student is running a fever or has severe illness symptoms, parent will be notified. Students cannot be released until a parent or guardian (*listed on the emergency card*) comes to pick them up.



Health & Welfare Policy

H. 8.0

Policy: Pregnant or Parent Students

Pregnant or parenting students, regardless of their marital status, have the right to attend Green Dot Public Schools and to participate in any program or activity for which they would otherwise qualify in an environment free from discrimination or harassment. Classes, programs and materials offered to pregnant and parenting students must be equal to those offered to other students and students must be provided access to those classes needed to complete their course of study.

Pregnant and parenting students have a right to full participation in school classes, programs, and activities and it is the school's responsibility to make reasonable accommodations to keep pregnant students safe on campus and facilitate their continued participation. Such accommodations may include, but are not limited to: additional time for use of facilities and class changes and home schooling during absences due to pregnancy related illness or recovery. Students should not be checked out from a school based on their pregnancy or parenting status. Students shall not be required to attend a charter school, and charter staff may present alternative educational opportunities to pregnant or parent students, so long as the staff also informs the student that she/he has the right to continued attendance at Green Dot.



Health & Welfare Policy

H. 9.0

Policy: Science Laboratory Safety

Green Dot recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. Green Dot shall ensure that all of its staff who work, teach, or supervise in a laboratory environment (e.g., science teachers) are provided with the Green Dot Lab Safety Handbook as it may be updated from time to time, to review and adhere to such safety standards.

Green Dot shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances that is authorized in advance by Green Dot likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed their actual cost to Green Dot.



Health & Welfare Policy

H. 10.0

Policy: Suicide Prevention

Green Dot recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students, families, and stakeholders, Green Dot has developed this policy to codify preventive strategies and intervention procedures.

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

Green Dot's comprehensive health education program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction may be incorporated into the health education curriculum in the secondary grades. Any such instruction shall be aligned with state content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies. At appropriate secondary grades, Green Dot's suicide prevention instruction shall be designed to help students:

1. identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide; identify alternatives to suicide and develop coping and resiliency skills; learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent; and identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, and/or suicide prevention services

Green Dot may offer parents/guardians education or information which describes the severity of the youth suicide problem, Green Dot's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis. The Executive Director and/or designee shall ensure that the contact information of The National Suicide Prevention Lifeline – 1-800-273-8255 – shall be conspicuously placed at each GDPST school.

Professional Development

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. Any such training shall be offered under the direction of a Green Dot counselor/psychologist and/or in cooperation with one or more community mental health agencies and may include information on:

1. research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors;
2. warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior;
3. research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health;



4. school and community resources and services; and
5. Green Dot procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide.

Intervention

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the principal or school counselor. The principal or counselor shall then notify the student's parent(s)/legal guardian(s) as soon as possible and may refer the student to mental health resources in the school or community. Belief that a student is at imminent risk of suicide shall include, but not be limited to, the student verbalizing the desire to commit suicide, evidence of self-harm, or a student self-referral. Upon notification, the Principal shall ensure the student is placed under adult supervision. Emergency medical services shall be contacted immediately if an in-school suicide attempt or in-school suicide occurs.

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

To ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made on campus or at a school-sponsored activity, Green Dot shall follow any established crisis intervention procedures in the school safety plan. After consultation with the Superintendent or designee and the student's parents/guardians about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

When a suicide attempt or threat is reported, the principal or designee shall:

1. Ensure the student's physical safety by one of the following, as appropriate:
 - a. securing immediate medical treatment if a suicide attempt has occurred;
 - b. securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - c. keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
2. designate specific individuals to be promptly contacted, including the school counselor, psychologist, nurse, superintendent, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies;
3. document the incident in writing as soon as feasible;
4. follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed;
5. provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school
6. provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Prior to a student returning to school, the counselor and Principal or designee shall meet with the student's parent/guardian, and student, if appropriate, to discuss re-entry. The Principal will identify an employee to periodically check in with the student to ensure the student's safety and address any problems with re-entry.

Postvention

Immediately following a student suicide, the Crisis Team shall meet and implement the Crisis Management Plan. At a minimum, the Crisis Management Plan shall address the following:



1. Verification of death;
2. Preparation of postvention response;
3. Informing faculty and staff of student death;
4. Informing students that a death has occurred; and
5. Providing information on the resources available to students, as well as have grief counseling sessions available to students in the days following.

The Crisis Team shall work with teachers to identify the students most likely to be impacted by the death, or students showing signs of extreme grief, in order to provide additional assistance and counseling if needed. Additionally, staff and faculty will immediately review suicide warning signs and reporting requirements.



Health & Welfare Policy

H. 11.0

Policy: Student Wellness and Health Services

Commitment to Coordinated School Health

All GDPST shall implement the CDC's Coordinated School Health approach to managing new and existing wellness related programs and services in schools and the surrounding community based on State law and School Board of Education CSH standards and guidelines. School counselors shall serve as the designees, and shall support GDPST's Director of Student Services in overseeing compliance with State Board of Education CSH standards and guidelines.

School Health Advisory Council

GDPST has established and shall maintain a School Health Advisory Council to serve as a resource to school sites for implementing programs. The Council shall consist of individuals representing GDPST, such as the Director of Student Services, Director of Finance and Operations, Director of Curriculum and Instruction, and the Superintendent of Schools. The primary responsibilities of the Council include by are not limited to:

1. Making recommendations regarding student physical activity and nutrition policies;
2. Ensuring that all GDPST schools create and implement an action plan related to all School Health Index modules;
3. Ensuring that the results of the action plan are annually reported to the council; and
4. Ensuring that school level results include measures of progress on each indicator of the School Health Index.

The State Board of Education's Coordinated School Health and Physical Activity Guidelines shall be used as guidance by the Council to make recommendations. The Executive Director or designee will consider recommendations of the Council. Minutes will be kept of each meeting of the Council.

Nutrition Guidelines

The nutrition guidelines for all food and beverages offered for sale to students are as follows:

- Will be consistent with the meal pattern requirements and nutrition stands for competitive foods developed by the USDA Smart Snacks in School nutrition standards.
- For other, non-sold foods and beverages made available on the school campus during the school day each school Principal shall monitor all such foods and beverages to ensure that non-sold food and beverages comply as much as possible with the USDA Smart Snacks in School national standards.

Commitment to Nutrition

All GDPST schools shall participate in the USDA child nutrition programs, which will include but not be limited to, the National School Lunch Program and the School Breakfast Program. Meals shall be accessible to all students in a non-stigmatizing manner. Students will be given adequate time to enjoy healthy meals. All food including vending machines, fundraising items, and concessions must meet guidelines set forth by the Healthy, Hunger-free Kids Act, 2010, Smart Snacks in Schools. The school Principal and/or designee shall be responsible for overseeing the school's compliance with the State Board of Education Rules and Regulations for the sale of food items.

Nutrition Education

Nutrition Education will be offered as part of a standards based program designed to provide students with the knowledge and skills needed to promote and protect their health as outlined in the State Board of Education Health Education and Lifetime Wellness Standards. Nutrition Education will encourage students to start each day with a healthy breakfast.

Only those foods and beverages that meet the nutritional standards 7 C.F.R. § 210.11 may be marketed on GDPST school campuses.



Commitment to Physical Activity and Physical Education

GDPST recognizes that physical activity is extremely important to the overall health of a child. Schools shall support and promote physical activity. Physical activity may be integrated into any areas of the school program. Physical Education classes shall be offered as part of a standards based program designed to provide developmentally appropriate moderate to vigorous physical activity as an integral part of the class. All physical education classes shall comply with the State Board of Education's Physical Education 8 Standards and State law.

Commitment to Curriculum

All applicable courses of study shall be based on State-approved curriculum standards. All GDPST schools shall annually administer a baseline assessment on each of the recommended School Health Index modules. Results shall be submitted to the School Health Advisory Council and reported to the State Department of Education.

Record Keeping Compliance

The District's Coordinated School Health Specialist shall ensure that records demonstrating compliance with community involvement requirements are maintained.

Promoting Student Welfare

The Executive Director or designee, in conjunction with GDPST Principals and Director of Student Services and Director of Curriculum and Instruction, shall develop standards and procedures for:

- a. Attendance services;
- b. Guidance services;
- c. School student health services, including the administration of medications;
- d. School psychological services (i.e. school based individual and/or group sessions, family in-home counseling, and psychological assessments for students with disabilities);
- e. Student wellness plans; and
- f. Student social work services.



Parent & Guardian Policy

I. 1.0

Policy: Communication

Green Dot Public School believes that the communication between parents/guardians and the school is integral to the success of a student. Parents can expect that all communication will receive a response within 48 hours or two (2) school days.

SCHOOL TO HOME COMMUNICATION:

- **TEACHERS CONTACTING PARENTS BY PHONE:** Expect regular phone calls from teachers regarding your child's progress. If you do not hear from one of your child's teachers, do not assume your child is doing satisfactory work. The only way to assure your child is on track is to communicate with your child's teachers by phone, email, or by scheduling an appointment.
- **AUTOMATED COMMUNICATION SYSTEM:** Staff members and/or parent volunteers call home on a regular basis to inform parents of school events and to discuss specific issues regarding individual students. The school may also use an automated calling or email system to remind parents of schedule changes, holidays, or other important announcements (e.g., student absences or truancy). Please make sure that you provide the office with the phone number and email that is best for receiving such communication. Should you wish to change this contact number or email address during the school year, please provide the office with the change in writing.
- **SCHOOL CORRESPONDENCE:** School bulletins, monthly calendars, flyers and letters from the Principal are sent home with students or mailed on a regular basis. Please ask your child or check your mail for school correspondence in order to keep informed of what is happening at school.

HOME TO SCHOOL COMMUNICATION

- **CHANGE OF CONTACT INFORMATION:** Parents/guardians will be asked at the beginning of each school year to provide the school with current contact and emergency information. If your contact information changes during the school year (including all telephone numbers), it is the responsibility of each parent/guardian to provide the Main Office with this new information in writing. The school cannot assume responsibility for missed communications in the event that the contact information is misreported or not updated by the parent or guardian.
- **PARENTS/GUARDIANS CONTACTING TEACHERS:** All teachers and staff members have email accounts where they can be easily contacted. From Power School, you may click on the teacher's name on your student's web page to send an email. You may also contact teachers by leaving a message with the main office.
- **MESSAGES AND DELIVERIES TO STUDENTS:** Students may not use the office telephones except for school business or emergencies approved by the administration. In an effort to limit classroom disturbances, staff will only deliver urgent messages to students during the instructional periods.
- **REPORTING CRIMINAL OFFENSES:** Parents/guardians must notify the school leader if a student has at any time been adjudicated delinquent for any of the following:
 1. An offense involving:
 1. First degree murder;
 2. Second degree murder;
 3. Rape;
 4. Aggravated rape;
 5. Rape of a child;
 6. Aggravated robbery;
 7. Especially aggravated robbery;
 8. Kidnap;
 9. Aggravated kidnapping;
 10. Especially aggravated kidnapping;
 11. Aggravated assault;
 12. Felony reckless endangerment;



13. Aggravated sexual battery; or
2. A violation of:
 1. Voluntary manslaughter;
 2. Criminally negligent homicide;
 3. Sexual battery by an authority figure;
 4. Statutory rape by an authority figure;
 5. Prohibited weapon;
 6. Unlawful carrying or possession of a firearm;
 7. Carrying weapons on school property;
 8. Carrying weapons on public parks, playgrounds, civic centers, and other public recreational buildings and grounds;
 9. Handgun possession;
 10. Providing handguns to juveniles.

AUTOMATED COMMUNICATION SYSTEM

Staff members and/or parent volunteers call home on a regular basis to inform parents of school events and to discuss specific issues regarding individual students. The school may also use an automated calling or email system to remind parents of schedule changes, holidays, or other important announcements (e.g., student absences or truancy). Please make sure that you provide the office with the phone number and email that is best for receiving such communication. Should you wish to change this contact number or email address during the school year, please provide the office with the change in writing.



Parent & Guardian Policy

I. 2.0

Policy: Parent and Family Engagement

The GDPST Board is committed to increasing and ensuring the involvement of parents and other family members in the education of students. The GDPST Board shall implement the following as required by federal or state laws or regulations:

- GDPST shall annually work with parents in evaluating and potentially revising the provisions of this policy in improving the quality of schools. Such an evaluation shall strive to identify any barriers to greater participation by parents (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- GDPST shall provide the coordination, technical assistance and other necessary support to assist individual schools with planning and implementing parental involvement activities.
- GDPST shall involve parents with the development of required educational or improvement plans.
- GDPST shall coordinate and integrate parental involvement strategies with those associated with other federal or state programs.
- GDPST shall put into operation activities and procedures for the involvement of parents in all of its schools. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents.
- GDPST shall ensure that activities and strategies are implemented to support this policy. GDPST shall include strategies for parental participation in GDPST's schools which are designed to improve parent and teacher cooperation in such areas as homework, attendance, discipline and higher education opportunities for students.
- GDPST shall include procedures to enable parents to learn about the course of study of their children and have access to all learning materials.
- GDPST shall identify opportunities for parents to participate in and support classroom instruction in the school. Such opportunities include, but are not limited to, organizing fund-raising activities, volunteering as a field trip chaperone, assisting in the library, computer lab, or on the playground offering after-school clubs and recycling clothes.
- If GDPST's parental involvement activities are not satisfactory to parents, GDPST shall submit parental comments regarding the plan to the State Department of Education as required.
- GDPST shall ensure Title I schools are in compliance with the Every Student Succeeds Act.

SCHOOL LEVEL PROCEDURE

Each GDPST school shall submit to the Executive Director and/or designee, for review and comment, its Title I school parent involvement procedure, which must meet state and federal requirements. This school level procedure shall be developed jointly with and distributed to parents of participating students. A copy of these documents shall be retained in the GDPST Student Services Department.

FAMILY-SCHOOL PARTNERSHIPS

Families and community leaders should be engaged in the education of students based on the following standards:

- Families are welcomed into the GDPST school community;
- Families and school staff should engage in regular and meaningful communication about student learning;
- Families and school staff work together to support student learning and development;
- Families are informed and encouraged to be advocates for students;
- Families are full partners in the decisions that affect children and families; and
- Community, civic and business resources are made available to strength school programs, family practices and student learning.



Parent & Guardian Policy

I. 3.0

Policy: PowerSchool

Parents are encouraged to follow student progress through the Power School system. Student homework, grades, and test scores can be reviewed on-line 24 hours a day through Power School on the internet. Power School assists parents to track students' progress and stay informed. Power School also provided a direct link to teacher email directly using Power School. Power School can also be accessed through the school website.

To access your student's information on the internet, you will need the following information:

1. The website location: <http://ps.tn.greendot.org/public>
2. Your Username
3. Your Password

User name and password information is distributed to parents during the School Orientation, Back to School Night, and by contacting the main office.



Safety Policy

J. 1.0

Policy: Agency and Police Interrogation

Protection of student rights shall be balanced with Green Dot's responsibility to cooperate with local police and agency officials in the investigation of unlawful activities. Inherent in the process of cooperation is recognition of the function of the schools and respect for the civil and constitutional rights of students.

In matters involving threats to the safety of the students or staff, law enforcement officers specifically summoned by administrators or asked to remain on school premises by administrators are authorized to act as agents of the school, unless such authority is explicitly and specifically withdrawn. When acting on behalf of Green Dot, the officers will have the full scope of authority in dealing with students that the Principal would have in such situations.

Security officers and police officers whose regular duties involve working on the school campus shall have the authority set forth in the preceding paragraph.

When any law enforcement officer requests an interview with a student, the principal or designee shall request the officer's identity, his/her official capacity, and the legal authority under which the interview is to be conducted. The principal or designee shall require the officer to complete the form entitled "Investigations Conducted on [SCHOOL] Premises" prior to any such interview. The principal or designee shall maintain a record of all documentation relative to law enforcement interviews of students. The principal or designee shall accommodate the interview in a way that causes the least possible disruption for the student and school and provides the student appropriate privacy. At the law enforcement officer's discretion and with the student's approval, the principal or designee may be present during the interview.

When appropriate, school personnel will attempt to call parents/guardians to notify them of interrogation in advance.

Except in cases of child abuse or neglect, the principal or designee shall attempt to notify the student's parent/guardian as soon as practicable after the law enforcement officer has interviewed the student on school premises. If a minor student is removed from school into the custody of law enforcement, the principal or designee shall attempt to notify the student's parent/guardian or responsible relative regarding the student's release and the place to which he/she is reportedly being taken, except when the minor has been taken into custody as a victim of suspected child abuse.

Although subpoenas may legally be served at school on students age 12 or older, Green Dot believes that serving officials should be strongly urged to serve subpoenas at the home of the student whenever possible. When served at school, the principal or designee shall take reasonable steps to protect the student's privacy rights and to minimize loss of class time for the student.

If access is required to apprehend/arrest a student, the principal or designee should be informed. If a student is apprehended, all reasonable efforts shall be made to remove the student from class or other public area and away from other students in the public prior to such apprehension.

VICTIM INTERVIEWS BY SOCIAL SERVICES: Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.



A staff member selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act.



Safety Policy

J. 2.0

Policy: Banned Substances

Smoking is prohibited on campus or at any school event. Green Dot schools are 100% drug and alcohol free campuses. Green Dot's Drug/Alcohol Policy ensures a drug and alcohol free campus while enabling students who are struggling with drug and/or alcohol abuse to receive the treatment they need.

Disciplinary actions may be taken against students who consume, possess, use, sell, or distribute illegal drugs or alcohol in school building, on school grounds, in school vehicles or buses, or at any school-sponsored activity or event whether on or off school grounds. The Discipline Matrix can be found in Code of Conduct Policy D 2.0.



Safety Policy

J. 3.0

Policy: Barring Disruptive Persons from School Sites

The following guideline is prepared to assist school site administrators in dealing with disruptive persons who interfere with the normal course of business at school sites. Numerous laws and regulations give the site administrator the absolute right to insist on good order on their campus. This guideline lists the steps necessary to bar disruptive persons from the campus.

A. Important facts to remember are:

1. No person has the right to interfere with the orderly delivery of instruction.
2. Parents and guardians have a constitutional right to participate in the education of their children.
3. A parent's right is at all times tempered with the need to preserve order and tranquility at their children's school.

B. Parents and guardians who have been restricted from their children's school site can only legally remove children for the following reasons:

1. Disciplinary situations
2. Medical attention
3. Family emergencies

The restricted parents/guardians can only enter the "common area" or school office to request release of their children. They will not be allowed in other areas of the site.

C. In all cases of conflict, the school desires a positive outcome for all parties involved. If a parent/guardian or other person causes a systematic disruption of the educational environment, their access onto the school site will become limited and/or restricted.

The following are general guidelines for dealing with parents/guardians who are disruptive to the educational process on school sites.

1. When staff reports that a person is disruptive to the educational environment, that person should be **immediately** escorted to the school office. The school office is considered a "common area" where public business is conducted. An administrator will talk to the reported offender to determine if a productive solution can be found for the problem. The school's "Visitor Log-In Book" should be checked to see if the individual signed in. If not, the disruptive person will be informed that **all visitors to the campus are legally required to report to the office** prior to entering the campus for any reason.
In all cases, if the disruption is extreme or involves any threat of violence, the school Security staff should be contacted to intervene and escort the visitor off campus. Also, if appropriate, call local law enforcement at 911. An Incident Report about the problem **will** be filed by the site administrator.
2. If the situation is not resolved on the first encounter, documentation will be prepared to track the problem behavior. This documentation is essential should the problem escalate and enforcement action (**an arrest**) is necessary. The administrator will consider some of the following steps as he/she attempts to resolve the problem.
 1. Meet with the parent/guardian and school staff and attempt to resolve the problem. Set up a specific set of guidelines to govern behaviors while the person is on campus.
 2. Consult with the Green Dot Public Schools Tennessee Executive Director regarding the behaviors exhibited by the disruptive person. By making Green Dot aware of the situation, it helps guarantee a more rapid response if there are continuing problems.



3. Send a **“stay away letter,”** which is designed to require a meeting prior to the disruptive person being allowed back on the school site. The required meeting will accomplish the following objectives:
 - o Requires the person to always report to the office, sign in and contact an administrator prior to conducting business at the site. Remember the office is a “common area” for conducting business.
 - o Forbids the person from going directly to a classroom or playground without being escorted.
 - o Discusses the specifics of the person’s disruptive behavior and advises them that they can be **arrested** for violations.
 - o In cases of extremely disruptive behavior, a Security staff member may be assigned to assist the disruptive person with their interaction at the school site.
 - o The letter is canceled in 14 days. This legal mandate does not relieve the disruptive person receiving the letter from obeying some fundamental rules and conditions of access after the 14 days. These would include:
4. Required reporting to the office to sign in prior to conducting business on site.
5. Calling and making an appointment prior to arriving on site.
6. Never going directly to a classroom or playground without an escort. Remember outside of the office is not a “common area”. Thus, a classroom or auditorium is not a “common area” and the offender can be forbidden access to this area.
7. All behavior while at the school site must be appropriate as defined by the site administration.
8. This letter is one of the last efforts made by staff to avoid possible stricter enforcement action (**arrest**).
9. If all efforts have been unable to resolve the behavior, then the Executive Director should be notified.



Safety Policy

J. 4.0

Policy: Child Abuse Reporting

Because immediate investigation by child protective agencies of suspected abuse may save a student from repeated injuries, any teacher, or other staff member, who suspects that a minor has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities.

School administrators have a duty to permit child abuse review teams to conduct interviews while the child is at school. The school leader may control the time, place, and circumstances of the interview, but may not insist that a school employee be present even if the suspected abuser is a school employee or another student. The school leader is not in violation of any laws by failing to inform parents/guardians that the child is to be interviewed even if the suspected abuser is not a member of the child's household.



Safety Policy

J. 5.0

Policy: Closed Campus

Our schools are closed campuses. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period.



Safety Policy

J. 6.0

Policy: Confidentiality Policy

There are four instances in which a counselor and/or teacher is legally bound to inform a parent and/or authority with information given during a “confidential” counseling session: 1) when a student indicates he or she is going to physically harm himself or herself or jeopardize his or her life; 2) when a student indicates he or she is going to physically harm another or jeopardize another’s life or has knowledge that another’s well-being is threatened; 3) when a student indicates he or she is being physically and/or emotionally abused; 4) when a student indicates he or she has committed a felony (i.e. selling drugs, stealing a car, etc.).



Safety Policy

J. 7.0

Policy: Emergency Cards

Every student must have a completed and up-to-date "Emergency Card," properly signed and on file in the school Office. Students may only leave campus with an adult whose name is listed on the emergency card and proper identification will be asked for all adults signing students out.



Safety Policy

J. 8.0

Policy: Emergency or Weather Shut Down

In the event of severe weather conditions or other emergencies, the school may be closed. Each of the ASD schools follows the decision of the Superintendent or his designee regarding school closings. Parents/guardians should listen to the radio, watch local TV stations, or check the Achievement School District's website and expect to be contacted directly to know the Superintendent's or his designee's decision for the particular day.



Safety Policy

J. 9.0

Policy: Emergency Preparedness

The schools' emergency policies and procedures are formulated with the guidance of local law enforcement and Green Dot Public Schools Tennessee in order to prepare for:

- Natural Disasters (i.e., Earthquake, Fire, Flood or Tornado)
- Terrorist (bomb, chemical) threats

School staff will implement and maintain the following:

1. A site-specific disaster preparedness plan.
2. Training for all staff on the elements of the plan, as well as an instruction program in first-aid and CPR.
3. A stockpile of emergency and medical supplies, back up communication equipment, and two-days' worth of food and water at the school site.
4. Placards posted in classrooms and offices, which indicate evacuation routes.
5. Emergency cards on file for all students and staff.
6. Fire and drop drill maneuvers understood and drilled on a regular basis.
7. Established policy on the release of students to parents or guardian.
8. Clearly understood policy on the release of school and district staff and their emergency assignments.
9. Clearly outlined procedures for use of school facilities as emergency shelters.



Safety Policy

J. 10.0

Policy: Harassment and Hazing Policy

Green Dot is committed to providing a learning environment that is free from harassment of any kind. Harassment or hazing of any student by another student, employee, or teacher is prohibited. The school will treat allegations of harassment and hazing seriously and will review and investigate such allegations in a prompt, confidential and thorough manner.

A charge of harassment or hazing shall not, in itself, create the presumption of wrongdoing. However, substantiated acts of harassment and/or hazing will result in disciplinary action, up to and including dismissal. Students found to have filed false or frivolous charges will also be subject to disciplinary action, up to and including dismissal.

Incidents of hazing include any intentional or reckless act, on or off school property, by one (1) student acting alone or with others, that is directed against any other student, that endangers the mental or physical health or safety of that student, or that induces or coerces a student to endanger that student's mental or physical health or safety. Hazing is limited to those actions take and situations created in connection with initiation into or affiliation with any organization, not including customary athletic events or similar contests or competitions.

Harassment, bullying and cyber-bullying includes, but is not limited to, when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

- **VERBAL HARASSMENT:** Any written or verbal language or physical gesture directed at a teacher or a student that is insolent, demeaning, and abusive or implicitly or explicitly implies a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.
- **BULLYING:** Any aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts. Bullying behavior may include, but are not limited to:
 - Verbal
 - Non-Verbal
 - Physical
 - Emotional/Psychological
 - Cyber Bullying
- **PHYSICAL HARASSMENT:** Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement.
- **VISUAL HARASSMENT:** Derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings or gestures.
- **SEXUAL HARASSMENT:** Includes unwelcome sexual advances, and other verbal or physical conduct of a sexual nature when any or all of the following occurs:
 - Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
 - Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
 - Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of Green Dot to:

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance;



2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, harassment, or hazing.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Please refer to Uniform Complaint Procedures Policy L. 15.0 for how harassment and hazing complaints, investigations and responses will be handled.



Safety Policy

J. 11.0

Policy: School Jurisdiction

Students are held accountable to all school rules and policies while under the school's jurisdiction. The school's jurisdiction is defined as:

- School grounds and property
- Travel to and from school
- Any school-sponsored event or activity, including travel to and from that activity (i.e., athletic events, field trips, etc.)



Safety Policy

J. 12.0

Policy: Search and Seizure

Green Dot recognizes its responsibility to maintain order and security within its schools and during school-related activities. Accordingly, administrators or their designees are authorized to conduct searches of students and their personal effects, as well as the property of the school, in accordance with this policy.

STUDENTS AND THEIR PERSONAL EFFECTS: Administrators or their designees may search a student and/or the student's personal effects (e.g., purses, wallets, knapsacks, book bags, lunch boxes, etc.) when they are being carried by the student and when there are reasonable grounds for suspecting that the search will produce evidence that the student has violated or is violating either the law or the rules of the school. In addition, the reasonable grounds must be accompanied by particularized suspicion with respect to the individual to be searched. The search itself must be conducted in a manner which is reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. When feasible, the search should be conducted as follows:

1. Outside the view of others, including students
2. In the presence of a school administrator or adult witness
3. By a certified employee or administrator of the same sex

Immediately following the search of a student, documentation shall be made by the school authority who conducted the search indicating whether or not improper items were found. The parents/guardians of a student searched in accordance with this policy shall be notified of the search as soon as possible.

Green Dot Public Schools reserves the right to use canine services to proactively ensure a safe academic environment.

Green Dot may conduct a random metal detector weapon search at its schools if:

1. Green Dot determines that a substantial need exists to keep weapons off campus;
2. No system of more suspicion-intense searches are workable;
3. The searches are minimally intrusive in that students are not touched and are only required to open pockets or jackets if they trigger the metal detector (if clothes are extremely baggy, the clothes may be touched such that the wand is about 3-4 inches away from the student's person);
4. The persons searched are selected on neutral criteria; and
5. Parents and students are given prior notice of the practice.

SCHOOL PROPERTY: Green Dot authorities may inspect and search school property and equipment owned or controlled by Green Dot (such as, lockers, desks and parking lots), without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas.

SEIZURE OF PROPERTY: If a search conducted in accordance with this policy produces evidence that the student has violated or is violating either the law or the school's rules, such evidence may be seized and impounded by administrators, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

IMPLEMENTATION OF POLICY: Green Dot campus administrators may develop rules and regulations to further implement this policy.



Safety Policy

J. 13.0

Policy: Visitor Policy

Visitors and volunteers are welcome in our schools. Principals are responsible for managing involvement of volunteers and visitors in their respective schools, and for ensuring that the activities of visitors and volunteers do not result in undue disruption of the instructional program. It is also important that the presence of visitors and volunteers does not contribute to safety or security issues for students and staff members or for the visitors themselves.

- **Volunteers** include individuals who have been recruited by classroom teachers, Parent Coordinators or school administrators, and have received authorization from the principal (or principal designee)
- **Parents** function as volunteers, visitors or both, during their child's tenure in a school
- **Home Office and other support personnel** provide resource assistance to students and staffs in schools.
- **Visitors** include all individuals who are not in any of the above listed categories or are not employed by the school.

Note: All visitors, volunteers, school board members, parents and home office personnel are expected to comply with the procedures outlined in this policy.

Procedures:

The principal or principal's designee will:

1. Require all parents, visitors and volunteers to report to the main office of the school immediately upon entrance. This will allow the principal and school staff to account for all persons in the building, consistent with the above stated "purposes" of this directive.
2. Require all parents, visitors and volunteers to sign-in and sign-out on a Visitors and Volunteers Log. Uniformly, logs should solicit the following information: date, time (to include sign-in, sign-out); visitors name; purpose of visit, destination, and additional information the principal may require. This is for the safety of students, staff, as well as the individual in case of an emergency.
3. Provide all parents, visitors and volunteers with a visitor's badge to wear during their stay at the school. The school will make all reasonable efforts to ensure that the visitor reaches his or her stated destination. The badge is to be returned to the school office when the visitor or volunteer signs-out. Home Office and support staff are expected to wear their identification badges during visits to school buildings. No one is to be permitted to visit or volunteer without a badge.
4. Principals may ask any parents, visitors or volunteers who refuse to conform to visitors' procedures to exit the building. Parents, visitors and volunteers are not permitted to make impromptu visits to classrooms during the school day without the permission of a building administrator.
5. Require that visitors, who wish to observe instruction, pre-schedule classroom visits. The principal should consult with the classroom teacher(s) to arrange a requested visit. The final authority for the decision of when a visit will occur rests with the principal, who must determine whether the frequency of visits by an individual or group of individuals to a classroom cause disruption to the individual program.

Inform parents and school staff of the procedures outlined in these procedures and any additional procedures instituted, at the school level, to manage visitor involvement in the school. The principal shall transmit annually, in writing, all such information to parents and staff during the first two weeks of the new school year



Student Information Guidelines

K. 1.0

Policy: FERPA and Tennessee Law

FERPA stands for the Family Educational Rights & Privacy Act administered by the US Department of Education. FERPA guarantees certain rights to families with respect to their children's education records. Tennessee's laws regarding open records, contained in T.C.A. § 10-7-504, further refine the requirements for handling student records and information.

A cumulative record shall be kept for each student enrolled in a Green Dot school. The record shall contain a health record, attendance record, scholarship record, and enrollment record i.e. birth certificates, proofs of residency, etc. The cumulative record shall accompany the student through his/her school career. Schools may use a unique student identifier instead of a student's social security number on official school records. In addition to protecting student privacy, unique student identifiers are used to improve the quality, accuracy, and reliability of student data. If you would like to use a unique student identifier, please contact your school's data information manager.

When a student transfers to another school within GDPST, copies of the student's records, including the student's disciplinary records, shall be sent to the transfer school.

What are education records?

Education records include anything that contains information directly tied to a student (i.e. personally identifiable) and is maintained by a school or education organization. These records span formats and include both print and electronic information. The law distinguishes between "education records" and directory information.

What is directory information?

Directory information includes things that would generally not be considered harmful or an invasion of privacy if disclosed, such as name, address, photograph, and age. Directory information may not include things such as a student's social security number or grades. Schools are required to notify parents of what information they designate as directory information.

If appropriately designated, directory information can be disclosed to anyone. However, parents must have the right to 'opt out' of having their child's information released. Tennessee law does not allow for schools to identify student achievement as directory information. Therefore, schools cannot post honor roll or other academic information without consent.

Access to student records

Student records shall be confidential. Authorized school officials shall have access to and permit access to student education records for legitimate education purposes. A "legitimate educational interest" is the official's need to know information in order to:

1. Perform required administrative tasks;
2. Perform a supervisory or instructional task directly related to the student's education;
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.

Authorized school officials may release information from or permit access to a student's education record without the parent(s) or eligible student's prior written consent in the following instances:

1. To comply with a judicial order or lawfully issued subpoena. The school system will make a reasonable effort to notify the student's parent(s) or the eligible student* before making a disclosure;



2. If the information requested is “directory information” (unless the parent/guardian or eligible student exercise their right not to have directory information disclosed);
3. To comply with the requirements of child abuse reports to the extent known by the school officials including the name, address and age of the child; the name and address of the person responsible for the care of the child and the facts requiring the report;
4. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally-supported education programs in the school system;
5. When the school system has entered into a contract or written agreement for an organization to conduct scientific research on the system’s behalf to develop tests or improve instruction, provided that the studies are conducted in a manner which will not permit the personal identification of students and their parents by individuals other than representatives of the organization and the information will be destroyed when no longer needed for the purpose for which the student was conducted;
6. To appropriate officials if the parent(s) claim the student as a dependent as defined by the
7. To accrediting organizations to carry out their accrediting functions;
8. When a student seeks or intends to enroll in another school district or a post-secondary school. Parent(s) of students or eligible students have a right to obtain copies of records transferred under this provision;
9. To financial institutions or government agencies that provide or may provide financial aid to a student in order to establish eligibility, to determine the amount of financial aid, to establish conditions for the receipt of financial aid, and to enforce financial aid agreements;
10. To make the needed disclosure in a health or safety emergency when warranted by the seriousness of the threat to the student or other persons, when the information is necessary and needed to meet the emergency, when time is an important and limiting factor and when the persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency;
11. To the Attorney General or his designee for official purposes related to the investigation or prosecution of an act of domestic or international terrorism. An educational agency that, in good faith, produces education records in accordance with an order issued under this Act shall not be liable to any person for that production;
12. To any agency, caseworker or other representative of a state or local child welfare agency or tribal organization authorized to access the student’s educational records when such agencies or organizations are legally responsible for the care and protection of the student.

Authorized school officials may release information from a student’s education record if the student’s parent(s) or the eligible student gives written consent for the disclosure. The written consent must include:

1. A specification of the records to be released;
2. The reasons for the disclosure;
3. The person, organization or class of persons or organizations to whom the disclosure is to be made;
4. The signature of the parent(s) or eligible student*;
5. The date of the consent and, if appropriate, a date when the consent is to be terminated.

The student’s parent(s) or the eligible student* may obtain a copy of any records disclosed under this provision.

GDPST will maintain an accurate record of all requests to disclose information from or to permit access to a student’s education records. GDPST will maintain an accurate record of information it discloses and access it permits. GDPST will maintain this record as long as it maintains the student’s education record. The record will include at least:

1. The name of the person or agency that makes the request;
2. The interest the person or agency has in the information;
3. The date the person or agency makes the request; and
4. Whether the request is granted and, if it is, the date access is permitted or the disclosure is made.



*The student becomes an “eligible student” when he/she reaches age 18 or enrolls in a post-secondary school at which time all of the above rights become the student’s rights.

Rights of non-custodial or non-resident parent

A non-custodial or non-resident parent may request in writing that a copy of the child’s report card, notice of school attendance, names of teachers, class schedules, standardized test scores and any other records customarily available to parents be furnished directly to such non-custodial or non-resident parent. The written request must include the mailing address of the non-custodial parent. A non-custodial parent will not have access to this information if GDPST is presented with a legal document prohibiting release of the information to the non-custodial or non-resident parent.

In addition, a non-custodial or non-resident parent has the same right to review the education record of a student as that given to the custodial parent, unless there is legal documentation prohibiting such review by the non-custodial or non-resident parent. However, the personal information of a custodial parent shall not be accessed by or released to a non-custodial or non-resident parent with the child’s education record. GDPST shall provide proof of a child’s graduation from high school to either of the student’s parents within twenty (20) business days of the parent’s request.



Student Information Guidelines

K. 2.0

Policy: Annual Notification

Under FERPA, a school must annually notify parents of their rights. The annual notification must include information regarding a parent's right to inspect and review his or her child's education records, the right to seek to amend the records, the right to consent to disclosure of personally identifiable information from the records (except in certain circumstances), the right to obtain a copy of this policy and a copy of the student's educational records, and the right to file a complaint with the DOE regarding an alleged failure by a school to comply with FERPA.

FERPA exempts disclosure of records to school officials with a legitimate educational interest from parental consent. Therefore, the school must also notify parents of its definitions of the terms "school official", and "legitimate educational interest." The annual notification may be published by various means, including any of the following: in a student handbook, at annual registration, in a letter/notice to parents, or on the school's website. Green Dot's directory information can be found in this handbook.

ASBESTOS HAZARD EMERGENCY RESPONSE ACT NOTIFICATION

All parents, teachers, employees, short term workers or other building guests are notified of the presence of asbestos in school facilities. Anyone may review a copy of the management plan, planned or in-progress inspections, reinspections, response actions, and post-response actions upon request. GDPST will comply with the Federal Law, "known as AHERA," which requires schools to have in place a management plan that describes and identifies the location of known asbestos containing building materials (ACBM). The school maintains records of all asbestos related activities and events pertaining to those identified materials. This notice is provided yearly in the school student handbook. All asbestos related activities are conducted in compliance with asbestos rules and standardized work practices which are designed to provide safety for building occupants.

INFORMATION REQUEST ON TEACHER/PARAPROFESSIONAL QUALIFICATIONS

Annual Notice to Parents Title I of No Child Left Behind (NCLB) requires GDPST to notify parents of children in Title I schools at the beginning of each school year, their right to request information regarding the professional qualifications of the students' classroom teachers and any paraprofessionals providing support to the child. Parents may request, at a minimum, the following information:

- i. Whether or not the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- ii. Whether the teacher is teaching under emergency or provisional status through which State qualification or licensing criteria have been waived.
- iii. The baccalaureate degree major the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- iv. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Per Federal law, Title I schools are responsible for providing timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.

For further information regarding a specific teacher's qualifications, parents should refer to the Tennessee Department of Education, Teacher Licensing Web Site: http://www.state.tn.us/education/lic_home.htm.



Student Information Guidelines

K. 3.0

Policy: Parent Access

Under FERPA, a school must provide a parent with an opportunity to inspect and review his or her child's education records within 45 days following the receipt of a written request. A school is required to provide a parent with copies of education records, or make other arrangements if necessary (e.g., the parent cannot travel to the school to view the record.)

Under FERPA, a school is not required to provide information that is not routinely maintained or to create new education records in response to a parent's request. Accordingly, a school is not required to provide a parent with special updates on his or her child's progress in school unless such information already exists in an education record.



Student Information Guidelines

K. 4.0

Policy: Amendment

Under FERPA, a parent has the right to request that inaccurate or misleading information in his or her child's education records be amended. While a school is not required to amend education records, it must consider all requests. If the school decides not to amend a record in accordance with a parent's request, the school must inform the parent of his or her right to a hearing on the matter. If, as a result of the hearing, the school still decides not to amend the record, the parent has the right to insert a statement in the record setting forth his or her views. That statement must remain with the contested part of the student's record for as long as the record is maintained.

The FERPA amendment procedure exists to challenge facts that are inaccurately recorded. It may not be used to challenge a grade, an opinion, or a substantive decision made by a school about a student. FERPA was intended to require that schools keep fair records, not to override the standards and procedures for making academic assessments, disciplinary rulings, or placement determinations.



Student Information Guidelines

K. 5.0

Policy: Confidentiality

Under FERPA, a school cannot disclose personally identifiable information from a student's education records unless the student's parent has provided written consent. However, there are a few important exceptions to that rule:

1. FERPA allows "school officials," including teachers, within a school to access personally identifiable information contained in education records provided the school has determined that they have "legitimate educational interest" in the information. School officials can include: teachers, administrators, support staff, nurse/health staff, etc. As mentioned previously, a school must define both "school officials" and what it deems "legitimate educational interest" in its annual notification to parents. A school official generally has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.
2. Another exception permits a school to disclose personally identifiable information from a student's education records, without consent, to another school or district in which the student seeks or intends to enroll. The sending school may make the disclosure if it has included a statement that it forwards education records in such circumstances in its annual notification of FERPA rights.
3. For students who are in state custody (including foster care), the Tennessee Department of Children's Services may access a student's educational records without parental consent, and school districts are not required to notify the parents of the child before releasing the information pursuant to a court order.
4. Authorized school officials may release or permit access to a student's education record, without consent, in the following circumstances. School or district officials will make a reasonable effort to notify the student's parent(s) or the eligible student before making a disclosure:
 - a. To comply with a judicial order or lawfully issued subpoena;
 - b. To comply with the requirements of child abuse reports to the extent known by the school officials including the name, address, and age of the child; the name and address of the person responsible for the care of the child, and the facts requiring the report;
 - c. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally-supported education programs in the school system;
 - d. When the school system has entered into a contract or written agreement for an organization to conduct scientific research on the system's behalf to develop tests or improve instruction, provided that the studies are conducted in a manner which will not permit the personal identification of students and their parents by individuals other than representatives of the organization and the information will be destroyed when no longer needed for the purpose for which the study was conducted;
 - e. To accrediting organizations to carry out their accrediting functions;
 - f. To financial institutions or government agencies that provide or may provide financial aid to a student in order to establish eligibility, to determine the amount of financial aid, to establish conditions for the receipt of financial aid, and to enforce financial aid agreements; when the persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency;
 - g. To the Attorney General or his designee for official purposes related to the investigation or prosecution of an act of domestic or international terrorism. An educational agency that, in good faith, produces education records in accordance with an order issued under this Act shall not be liable to any person for that production;



- h. To any agency caseworker or other representative of a state or local child welfare agency or tribal organization authorized to access the student's educational records when such agencies or organizations are legally responsible for the care and protection of the student.

The need to maintain confidentiality implies that records should be stored in a safe and secure location. Student records are kept in a locked file cabinet or another location with equivalent security.

WHAT IF I HAVE QUESTIONS OR CONCERNS?

1. Consult the following resources:
 - a. FERPA General Guidance for Parents:
<http://www2.ed.gov/policy/gen/guid/fpc/ferpa/parents.html>
 - b. FERPA Revised Guidelines for State Educational Agencies and Local Educational Agencies:
http://www2.ed.gov/policy/gen/guid/fpc/pdf/sealea_overview.pdf
2. Contact your child's school (see Appendix).
3. Contact the Green Dot Public Schools' Executive Director

Complaint: Families have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Achievement School District to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

To make the needed disclosure in a health or safety emergency when warranted by the seriousness of the threat to the student or other persons, when the information is necessary and needed to meet the emergency, when time is an important and limiting factor.



Student Information Guidelines

K. 6.0

Policy: Directory Information

The Family Educational Rights and Privacy Act mandates that Green Dot adopt a policy identifying those categories of personally identifiable information from a student's education records considered to be "directory information," which may generally be released unless the parent/legal guardian notifies Green Dot, in writing, of his/her refusal.

"Directory information" is student information that is generally not considered harmful or an invasion of privacy if released. The primary purpose of directory information is to allow Green Dot to include this type of information from a student's education records in certain publications, which include, but are not limited to:

- annual yearbooks;
- graduation programs;
- Green Dot/school website(s);
- sports activity sheets showing weight and height of team members;
- honor roll or other recognition lists; and
- a playbill, showing the student's role in a drama production.

GDPST has designated the following student information as directory information:

- name;
- address;
- telephone listing;
- electronic mail address;
- photograph;
- date and place of birth;
- grade level
- major field of study;
- dates of attendance;
- participation in officially recognized activities and sports;
- weight and height of members of athletic teams;
- degrees and awards received; and
- most recent previous school attended.

In addition, federal law requires that education agencies receiving assistance under the Elementary and Secondary Education Act of 1965 must provide military recruiters, upon request, with students' names, addresses and telephone listings, unless parents/legal guardians have advised Green Dot that they do not want their child's information disclosed without their prior written consent.

Directory information does not include a student's social security number or student identification number. However, Green Dot may disclose a student's identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access education records without a personal identification number, password, or other factor that only the authorized user knows. A student's social security number will not be used for this purpose.

Private schools and colleges/universities may be given the names and addresses of 12th-grade students and students who are no longer enrolled in a Green Dot school provided that the information is used only for purposes directly related to the institution's academic or professional goals.

If parents/legal guardians do not want Green Dot to disclose directory information from their child's education records without their prior written consent, they must notify their child's school site principal, in writing, by September 1, or within 30 days upon a student's enrollment. The request to withhold directory information is applicable only to the school year in which the notification was provided to Green Dot.



Student Information Guidelines

K. 7.0

Policy: Research Requests

Green Dot recognizes the value of academic research to improve educational programs and practices that are aligned with Green Dot's mission and is likely to benefit Green Dot without disrupting the school program. The Executive Director or designee must give prior authorization for research projects within Green Dot or at any Green Dot schools. Researchers shall respect the privacy rights of students, including their right to refrain from participation in research projects in accordance with law and Green Dot policy. The Executive Director or designee shall ensure that parents/guardians receive prior notification of any surveys or evaluations that collect personal student information and that consent is obtained in accordance with law.

Persons or groups wishing to use Green Dot staff, students, or property in connection with an academic research project shall submit to the Executive Director or designee a written proposal which includes, but is not limited to:

1. name of researcher(s) and academic credentials;
2. purpose, scope, and duration of the project;
3. method of study or investigation to be used;
4. approval from the institution's internal review board;
5. extent of participation expected of students and staff;
6. a certification that the researcher(s) will use not use the Green Dot name or brand in any publication of findings without prior approval from Green Dot;
7. use to which project results will be put; and
8. benefits to the school(s) or Green Dot.

The Executive Director or designee shall evaluate the proposal based upon, but is not bound solely by, the following factors:

1. shows potential for improving instructional programs and strategies;
2. addresses a relevant educational problem, concern or issue; and
3. is designed to minimize interruptions and demands upon the time of students and staff.

Should the Executive Director or designee grant permission for the research project, the researcher(s) shall adhere to the Green Dot Policies for volunteers, including, but not limited to, policies regarding Criminal Background Checks and Tuberculosis Testing.



Student Information Guidelines

K. 8.0

Policy: School Surveys

Green Dot Public Schools will administer student and parent surveys periodically to assess school climate, teacher performance, and general satisfaction.

Additionally, surveys for research purposes shall be allowed when the project is viewed as contributory to greater understanding of the teaching-learning process, the project does not violate the goals of Green Dot and the disruption of the regular school program is minimal. All external party requests shall outline what is to be done, who is to be involved and how the results will be used and distributed. Green Dot shall develop administrative procedures for approving requests of external parties to conduct surveys that are consistent with the following requirements:

- Parents shall have the right to inspect all instructional material that will be used for a survey, analysis or evaluation as part of a federal program.
- No student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information covering:
 - a. Political affiliations or beliefs of the student or the student's parent;
 - b. Mental or psychological problems of the student or the student's family;
 - c. Sexual behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of other individuals with whom respondents have close family relationships;
 - f. Legally privileged relationships;
 - g. Firearm ownership;
 - h. Religious practices, affiliations or beliefs of the student or the student's parent; and
 - i. Income.

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S.

Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety



of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

• *Inspect*, upon request and before administration or use –

1. Protected information surveys of students and surveys created by a third party;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

GDPST will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. GDPST will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. GDPST will make this notification to parents at the beginning of the school year if GDPST has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202



Student Rights & Responsibilities

L. 1.0

Policy: Accommodations for Student Religious Practices

In accordance with Green Dot policy against discrimination and the Establishment Clause of the U.S. Constitution, students are entitled to excused absences for the observance of religious holidays provided that they adhere to the school's Attendance Notification Procedures and to the extent the accommodation does not place undue burden on the school. A student may be granted an "Excused Absence" for religious observance for no more than three (3) days per semester, and/or five (5) days total per school year. Students that are absent are responsible for making up any missed assignments.

If any additional accommodations are required, a student's parent or guardian must submit a written request to the Principal. The request must state: (a) the specific accommodation requested; (b) why the accommodation is needed and (c) the time and duration of accommodation. To the extent possible, students should fulfill their religious obligations during lunch or free periods. If a student must fulfill a religious obligation during class time, the Green Dot Principal should grant an excused absence for a limited, defined time. Students who are excused from class for religious needs must have an opportunity to make up any work, assignment or test missed as a result of their absence.



Student Rights & Responsibilities

L. 2.0

Policy: Bus Rules

Students are expected to adhere to school rules while on the bus. In addition, the following guidelines apply:

Bus Rules

1. Remain seated
2. Wear seatbelts, if they are available
3. Refrain from unnecessary noise, singing, whistling, loud conversation or boisterous conduct
4. Keep all parts of the body inside the bus
5. Be courteous
6. Do not eat, drink, or chew gum
7. Do not wear shoes with cleats or spikes
8. Do not carry hazardous articles or weapons on the bus
9. Do not throw items in or out of the bus
10. All other school rules will be followed on the bus



Student Rights & Responsibilities

L. 3.0

Policy: Bills

Students often contract bills during the year in various ways: lost textbooks, damaged computer equipment, damage to school property, athletic equipment and uniforms, outstanding lunch balances, etc. A record of these bills is kept in the Main Office. Students are expected to pay their bills promptly, without constant reminders. Students should always request a receipt when paying any bills.

No fees or tuitions shall be required of any student as a condition of attending a public charter school or using its equipment while receiving educational training. All school fees must be authorized by the governing body of the school. The governing body of the school will determine activities during the school day and supplies that are required for participation in courses offered for credit or grade for which the governing body authorizes the requesting of fees.

The following school fees may be requested from but not required of any student, regardless of financial status:

1. Fees for activities that occur during regular school hours (the required one hundred eighty (180) instructional days), including field trips, any portion of which fall within the school day; or activities outside regular school hours if required for credit or grade;
2. Fees for activities and supplies required to participate in all courses offered for credit or grade, including interscholastic athletics and marching band if taken for credit in accordance with governing body of the school; and
3. Refundable security deposits collected by a school for use of school property for courses offered for credit or grade, including interscholastic athletics and marching band if taken for credit.

The parent or legal guardian of a student shall be given the opportunity to pay all or any portion of the authorized fee if they desire. However, if the parent chooses not to pay a fee, the child may not be prevented from participating in the activity or course for which the fee is being requested.

The school may require and collect the following fees/fines from students:

1. Fines imposed on all students for late-returned library books; parking or other traffic fines imposed for abuse of parking privileges on school property; or reasonable charges for lost or destroyed textbooks, library books, workbooks or any other property of the school;
2. Debts incurred to a school;
3. Refundable security deposits collected by a school for use of school property for participating in extracurricular activities;
4. Cost for extracurricular activities occurring outside the regular school day including sports, optional trips, clubs or social events.

A process to waive the following school fees for students eligible for free or reduced price school lunches shall be established by the school:

1. Fees or tuition applicable to courses taken for credit or grade during the summer by a student; except that non-resident students regularly enrolled in another school system may be required to pay fees or tuition for such summer courses; and
2. Fees required for graduation ceremonies.

Parents that wish to submit a fee/fine waiver should contact the school directly.



Student Activity Funds

Student activity funds of each school shall include all money received from any sources for school sponsored student activities or school-sponsored events held at or in connection with a school, and specifically include, but are not limited to, any money:

- A. Derived from a school-sponsored academic, art, athletic or social event involving students;
- B. Raised by school-sponsored clubs involving students;
- C. Raised by school-sponsored fundraisers involving students who are under the supervision of a school employee;
- D. Received from a commission for the direct sale of items to students pursuant to a cooperative agreement between the school and an outside organization;
- E. Received for the direct sale of items to students from a school-run bookstore located on school grounds;
- F. Raised from fees charged to students;
- G. Obtained from interest from any account that contains student activity funds; or
- H. Obtained from any related, school-sponsored activity that involves the use of school personnel, students and property during the school day. "School day" means the regular hours of operation of the school during which classes are conducted.

Schools may receive funds for student activities and for events held at or in connection with the school. Funds derived from such sources shall be the property of the respective schools provided that the schools follow the Tennessee Internal School Uniform Accounting Policy Manual. With the exception of funds received by school support organizations, the Principal shall be liable to account for the safekeeping and handling of all funds raised by student activities, school services and school events, regardless of the sources of the funds or the purpose for which they were raised.

Funds raised by organizations composed of parents and teachers or parents and students used in a manner that benefits less than the student body as a whole may be used only if the funds benefit the overall school program for which the funds are raised and the use of the funds are used in a manner consistent with GDPST Board policies.

Principals and/or sponsors who knowingly authorize/allow unapproved fund-raising activities shall be subject to disciplinary action.

Student activity funds shall be deposited in respective school activity accounts. Proper records of receipts and disbursements shall be maintained in accordance with the Tennessee Internal School Uniform Accounting Policy Manual.

Revenue raised for specific purposes must be expended for that purpose, unless otherwise authorized in writing by both the activity sponsor and the Principal. An annual audit of the account and records of all student activity funds shall be conducted as a part of the audit of all other district funds. Any unencumbered class or activity funds automatically revert to the general activity fund of the school at the conclusion of each school year and/or when an activity is discontinued.



Student Rights & Responsibilities

L. 4.0

Policy: Computer Usage Policy

This policy is for management and usage of computer resources owned and operated by Green Dot Public Schools ("School"). The policy indicates what privileges and responsibilities are characteristic of acceptable computer usage. Violators of computer resources use policies will lose computer access privileges. Families will be held financially responsible for the loss of or damage to school-issued laptop computers.

GUIDING PRINCIPLES FOR RESPONSIBLE COMPUTER USAGE

- Users assume an affirmative obligation to seek answers from appropriate computer personnel for any questions concerning the ethical or legal use of computer facilities.
- Unless noted to the contrary, data files should be considered private and confidential.
- Users are responsible for knowing regulations concerned with copying software and may not use the school's equipment, materials or software to violate the terms of any software license agreement. Duplication of computer materials and software without proper authorization from the holder of the copyright is prohibited.
- The School's computers, materials or software may not be used for unauthorized commercial purposes or monetary gain.
- The School's computers may not be used to play games or transmit material via any media, including email or internet pages, that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs. Students shall not engage in an act of bullying on School computers, including, but not limited to, bullying committed by means of an electronic act
- Users may not use the electronic information services to plagiarize another's work. Credit is to be given to the person(s) who created the article or idea.
- Users may not vandalize computer resources or the electronic information services in any form. Vandalism includes uploading, downloading, or creating computer viruses and/or any malicious attempt to harm or destroy school equipment, electronic information services or the data of another user.
- The School reserves the right to monitor computer and/or electronic information services activity in any form seen fit to maintain the integrity of the computer equipment, the school's network services and/or the Internet web site.

CONCERNING INTERNET USAGE: Reasonable precautions are established to prevent access to pornography, "hate groups," and other non-educational Internet sites. Such precautions include, but are not limited to, an Internet router system, which scans and limits access to Internet sites, a monitor scanning software allowing the instructor to view each student monitor from the instructor's monitor and instantly blank, lock, or deactivate the student's system. Any student intentionally attempting to or bypassing these precautions will be denied computer access. The discipline board or school officials will determine other administrative disciplinary actions. The student and his/her parents accept responsibility for the student's on-line actions. All other disciplinary policies of the School apply to the use of technological resources. Internet safety measures shall be implemented that effectively address the following:

- Controlling access by students to inappropriate matter on the Internet and World Wide Web;
- Safety and security of students when they are using electronic mail, chat rooms, and other forms of direct electronic communications;
- Preventing unauthorized access, including "hacking" and other unlawful activities by students online;
- Unauthorized discourse, use and dissemination of personal information regarding students;
- Restricting students' access to materials harmful to them.

Students will be given appropriate instruction annually in internet safety as a part of any instruction utilizing computer resources. The Executive Director or designee shall provide adequate in-service instruction on internet safety.



Users with network access shall not utilize GDPST resources to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system, including e-mail, chat rooms and other forms of electronic communications). All data including e-mail have no expectation of privacy with regard to such data. E-mail correspondence may be a public record under the public records law and may be subject to public inspection.

CONCERNING GENERAL USAGE: The School will report suspected criminal activity to law enforcement authorities. Criminal activity includes, but is not limited to: defamation; obscenity; discrimination; violation of copyrights, trademark and/or licenses; and/or violation of other rights arising under the law. The School also reserves the right to discipline students for violations of this policy, up to and including suspension and expulsion.

Students are encouraged to remove any "personal" information stored on the School's computers. Generally, the School will delete information left on computers/networks to better facilitate the use of computers for legitimate School purposes, and the School shall not be liable for any damages resulting from the deletion of personal files or personal electronic information stored on School computers.



Student Rights & Responsibilities

L. 5.0

Policy: Field Trips and Student Travel

Green Dot recognizes that field trips and student travel are an enriching aspect of a student's educational experience. These guidelines are developed to ensure the safety of students and adult chaperones during student trips. Green Dot is interested in providing student travel that is educational in nature and provides student knowledge and experiences to supplement the school curriculum. Educational trips include but are not limited to visiting museums, businesses, universities, cultural exhibits, nature centers, and government agencies. Student travel should be avoided during the first three weeks and last two weeks of the academic year, the first or last two of any semester, or during exam week.

All student policies, rules and procedures are in effect during the period of student travel.

Students are not permitted to travel in private vehicles on field trips.

When a situation arises that poses a threat to the safety or welfare of the student participating in a trip, the school administrator will consult with supervising faculty to determine whether to cancel a trip.

FIELD TRIPS: All field trips require administrator approval. The nature, purpose, cost, and timing of the trip should be outlined for approval no later than TWO WEEKS prior to the trip. No arrangements should be made in advance of the Principal's final approval.

OVERNIGHT AND OUT-OF-STATE TRAVEL: The Principal must approve overnight trips at least ninety (90) days prior to the anticipated travel date. Only the Principal is authorized to approve or sign contracts with any travel agency.

Sponsoring faculty members are expected to generate and collect waivers and inform staff about participating students. The school administration can remove a student from the scheduled trip at any time prior to departure for academics, excessive absenteeism, behavior violations, and/or health safety concerns. Students shall not be excluded on the basis of a disability.

Overnight student travel requires appropriate supervision consisting of at least one adult chaperone for every seven student travelers. A minimum of two adult chaperones is required regardless of the number of students on the trip. Chaperones should be Green Dot Public School faculty and staff of adults approved by the administration. Chaperones commit to remaining with students to and from the travel designation and throughout the tour.

Parents/guardians of students participating on an overnight trip must be fingerprinted, and attend an informational session to review the objectives of the trip, standards of conduct required, clothing and equipment needs, responsibilities of students, costs for the trip, daily itinerary, and protocols for handling emergencies.



Student Rights & Responsibilities

L. 6.0

Policy: Food Services

Green Dot Public Schools offers the Universal Free Breakfast and Lunch programs to all students.



Student Rights & Responsibilities

L. 7.0

Policy: Gifts, Donations, Grants and Bequests

Green Dot and its schools may accept any gift, donation, grant, or bequest of money, property, or service from any individual, private agency or organization, or other public agency that desires to support Green Dot. While greatly appreciating suitable donations, Green Dot shall reject any gift that may directly or indirectly impair its authority to make decisions in the best interest of students or its ability or commitment to provide equitable educational opportunities.

Before accepting any gift, donation, grant, or bequest, Green Dot administration shall carefully consider any conditions or restrictions imposed by the donor to ensure their consistency with Green Dot's vision, philosophy, mission, and operations. If Green Dot believes it will be unable to fully satisfy the donor's conditions, the gift shall not be accepted.

Any gift of books and instructional materials shall be accepted only if they meet regular Green Dot criteria for selection of instructional materials.

All gifts, donation, grants, and bequests, including those directed toward a particular classroom or subject of instruction, shall become Green Dot property. Donors are encouraged to donate all gifts to Green Dot rather than to a particular school. At the Executive Director's or designee's discretion, a gift may be used at a particular school.

All gifts, donation, grants, and bequests made to particular employees, by virtue of their position and employment with Green Dot, shall become Green Dot property.



Student Rights & Responsibilities

L. 8.0

Policy: Health Insurance and Medical Services

Green Dot does not provide student accident insurance to help cover the costs of paramedic/ambulance care or transportation, or any medical, surgical, dental or hospital costs due to school related injuries to students.

Students with a medical condition, and who have been approved by the school, may be allowed to wear protective gear (hats, sun visors, and/or sunglasses) while outdoors at recess, gym, etc. However, Green Dot may regulate the type of sun protective clothing/headgear worn by students. Green Dot is not required to provide protective materials. Students are also allowed to use sunscreen (over the counter) as an allowable sun protection measure for his/her outdoor activities while at school.

School authorities may excuse any pupil from the school for the purpose of obtaining confidential medical services without the consent of the parent or guardian.



Student Rights & Responsibilities

L. 9.0

Policy: Personal Property

Items Prohibited on Campus

Certain items are not allowed at Green Dot because they interfere with, and/or distract from, instruction and the learning environment. If brought to campus, they will be confiscated. All confiscated items will be kept until the end of the school day and returned to the student, when appropriate, at the end of the school day. Unless for an approved academic purpose, these items include, but are not limited to:

- audio devices (e.g., headphones or music devices);
- blankets;
- dolls or stuffed animals;
- hoverboards;
- laser pointers;
- permanent markers;
- electronic games;
- still or video cameras;
- balloons;
- toy weapons;
- lighters;
- stink bombs;
- gang paraphernalia;
- explicit material; and
- any item listed in the "Matrix for Suspension/Expulsion Recommendations"

Cell Phones

Cell phones (including walkie-talkies, pagers, or any electronic signaling device) must remain turned off and out of sight (i.e., in a student's backpack and not in pants/shorts pockets) during school hours, but may be used before and after school. If a student violates such policy:

- First Offense: Device will be returned to the student at the end of the school day.
- Repeated Offenses: Device will be returned to the student at the end of the school day. Parents will be called and notified, and/or school-level consequence assigned.

Lost, Stolen, or Damaged Items

Green Dot is not responsible for any loss or damage to personal items. Students are responsible for any personal items they bring to school and must watch their belongings carefully.

Skateboards and Bicycles

During school hours, students must store skateboards and bicycles in a storage area designated by the school. Students may not ride their skateboards or bicycles during the school day or on school grounds. Students who do not adhere to these conditions will have their skateboards or bicycles confiscated and returned to the student, when appropriate, at the end of the school day.

Lost and Found

Items that have been found at school should be returned to the office. Students who have lost an item at school may come to the office before school, during break, or after school to check the Lost and Found. Items in the Lost and Found will be discarded on a regular basis.



Student Rights & Responsibilities

L. 10.0

Policy: Photo Release and Consent Agreement

Permission is granted by the student and the student's parent or legal guardian for the following terms of release and consent:

1. Permission for Green Dot to use the below-identified materials in connection with the publication and distribution of materials, in various media, regarding and/or promoting Green Dot and its activities, operations or accomplishments.
 - a. Video or film materials incorporating student's name, image, likeness, voice and/or spoken or written words.
 - b. Photographic materials incorporating student's name and/or image.
 - c. Printed materials incorporating student's name, likeness and/or image.
 - d. Telephonic or other recorded, electronic or digital materials incorporating student's name, voice and/or spoken or written words.
 - e. Web-based or other electronic or digital materials incorporating student's name, image, likeness, voice and/or spoken or written words.
2. Green Dot and any of its subsidiaries, affiliates, representatives or agents shall have the right to reproduce, publish, broadcast or otherwise use, throughout the world, in any medium (including, without limitation, print, radio, television, web or other online or electronic media), student materials, or any portion or derivation thereof, in connection with the discussion or promotion of Green Dot or any aspect of Green Dot. Such right shall include the right to reproduce the student materials, in whole or in part, and the right to create derivative works based upon the student materials. All materials prepared by Green Dot that incorporate, consist of, or include student's name, image, likeness, voice, words or any portion of student materials, including, but not limited to any copyrights or other intellectual property rights shall belong to Green Dot, and Green Dot shall be the author for all purposes.
3. Green Dot agrees to use student materials in a reasonable manner to fairly and truthfully represent the student.
4. Student and parent or legal guardian acknowledge and agree that he/she is able to give this release and consent, that he/she gives this release and consent voluntarily and without obligation or compensation. Student and parent or legal guardian further acknowledge and agree that he/she is not a member of SAG or other such professional organization.
5. Student and parent or legal guardian acknowledge and agree that Green Dot has complete creative control over its use of student's name, image, likeness, voice, words or student materials, and student waives any right of inspection or approval of any use of the student's name, image, voice, words or any of the student materials and any liability of Green Dot or its subsidiaries, affiliates, agents or representatives for such use including, without limitation, any typographical or printer errors, alterations, optical illusions or distortions, faulty mechanical or other reproduction arising out of the exercise of any of the rights granted in this Agreement.



Student Rights & Responsibilities

L. 11.0

Policy: Solicitation by Outside Organizations

Green Dot has adopted the following policy limiting advertising and soliciting for any cause, charity or benefit not sponsored by a Green Dot group or organization.

1. Students may not sell tickets or solicit contributions in the school for any external agency or charity unless it is a beneficiary of a Green Dot-endorsed charity drive.
2. The distribution of commercial handbills, cards, or other handouts in or around the school building is prohibited.
3. The school's name is not to be used in any testimonial or advertisement in support of a commercial product or enterprise.
4. Broadcasting by a commercial firm of any sports event or recording for later broadcast of any musical event must be approved by the Principal.

Groups, companies, individuals and/or staff and associations interested in the solicitation and recruitment of Green Dot students for trips, tours, ski and camping expeditions, and other similar activities shall not solicit and recruit such students at any time on school premises. Compliance with this prohibition makes it necessary to prohibit the practices hereinafter enumerated:

- The written or oral identification of the activity as being a "Green Dot trip," including the identification of employees with such activity
- The publication of news articles or the publication of paid advertisements describing the activity in student newspapers
- The solicitation of students or the promotion of the activity during school hours and on school premises
- The promotion of the activity or the solicitation of students for such activities at any time on the school grounds
- The promotion of the activity or the solicitation of students by using school mailing lists or school records



Student Rights & Responsibilities

L. 12.0

Policy: Student equal access/limited public forum

To establish guidelines for the provision of student equal access in a limited public forum. This policy applies to all Green Dot Public Schools Tennessee students and schools.

Limited public forum means public property that Green Dot Public Schools Tennessee provides for students as a place for expressive activity which may impose reasonable, content-neutral time, place and manner restrictions on certain groups or topics of speech; provided that the restriction is necessary and narrowly tailored to serve a compelling state interest. (Definition as used in state law, TCA 49-6-1801)

It is the policy of Green Dot Public Schools Tennessee to establish a limited public forum. In doing so, guidelines are set forth below: 1) for the provision of student equal access in a limited public forum; 2) to prevent discrimination against a student's voluntary expression of a faith based viewpoint, if any; and 3) to eliminate any actual or perceived affirmative school sponsorship or attribution to Green Dot of a student's expression of a religious viewpoint, if any.

Noncurriculum-related Student Meetings (Religious, Political, Philosophical, or Other Content)

Before the beginning and after the end of a school day, students in grades 9 through 12 may initiate noncurriculum-related meetings regardless of the political, philosophical, or other content of the speech at the meeting. Additionally, before the beginning and after the end of a school day, all students may initiate noncurriculum-related meetings regardless of the religious content of the speech at the meeting. The use of school media, such as the public announcement system, the school paper, and the school bulletin board used to announce meetings must be applied to all noncurriculum-related groups in a non-discriminatory manner.

No student may be compelled to attend or participate in a meeting under this policy.

A student or a group of students who wish to conduct a meeting under this policy must file an application with the principal at least three (3) days prior to the proposed date.

The principal shall approve the meeting if from the application he/she determines that:

1. The meeting is voluntary and student-initiated;
2. There is no sponsorship of the meeting or its content by the school, the government or its agents or employees;
3. The meeting will not materially and substantially interfere with the orderly conduct of the school's educational activities or conflict with other previously scheduled meetings;
4. Employees of Green Dot are to be present in a non-participatory monitoring capacity; however, no employee shall be required to attend in this capacity if the content of the meeting is contrary to the beliefs of the employee; and
5. Nonschool persons will not direct, control or regularly attend. (A nonschool person is a person not: (1) employed by Green Dot (e.g., school/home office staff) or (2) acting on behalf of Green Dot (e.g., official GDPS volunteers, partners, vendors, etc.)

Additionally, while Green Dot Public Schools Tennessee shall not discriminate on the basis of its viewpoints when making facilities available for student use, Green Dot shall (1) adhere to applicable federal/state laws and local ordinances and regulations; and (2) reserve the right to impose reasonable, content-neutral restrictions on the time (i.e., specific time and/or day), place (i.e., location), and manner (i.e., activities) of use of Green Dot facilities.

The following are parameters for the time, place, and manner of activities:

- The activity does not unduly disrupt traffic, either vehicular or pedestrian.
- The activity does not create unreasonable safety risks.
- The activity does not use unauthorized sound amplification equipment or create unreasonable noise disruption.
- The location will be left in its original condition at the conclusion of the event, and reasonable charges or deposits may be imposed to enforce this requirement.



- Expression that is obscene, defamatory, or consists of fighting words, threats of physical harm, insightful of imminent lawless action or otherwise not entitled to protection as expression is not permitted.

Student Expression of Religious Viewpoints

Green Dot shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner, as provided pursuant to this policy, in which it treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint, if any, expressed by the student on an otherwise permissible subject.

Student Speeches

When Green Dot determines that it is appropriate to allow a student speaker to publicly speak at a school event, Green Dot shall:

1. Provide the forum in a manner that does not discriminate against a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject;
2. Provide a method, based on neutral criteria, for the selection of student speakers at school events and graduation ceremonies;
3. Ensure that a student speaker does not engage in speech that is obscene, vulgar, offensively lewd, indecent or promotes illegal drug use; and
4. State, in writing, orally, or both, that the student's speech does not reflect the endorsement, sponsorship, position, or expression of Green Dot. (This disclaimer shall be provided at all applicable circumstances at school events and shall also be provided for any communications in which a student makes a public expression, for as long as a need exists to dispel confusion over Green Dot's nonsponsorship of the student's communications.)
5. Student expression on an otherwise permissible subject may not be excluded from the limited public forum because the subject is expressed from a religious viewpoint.

Student Work

Students may express their written beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of the student's submissions. Homework and classroom assignments shall be judged by ordinary academic standards of substance and relevance and against other legitimate academic concerns identified by Green Dot. Students may not be penalized or rewarded based on the religious content of the student's work.

Student Groups

Students may organize religious student groups, religious clubs, or other religious gatherings before, during, and after school to the same extent that students are permitted to organize other noncurricular student activities and groups. Religious groups shall be given the same access to school facilities for assembling as is given to other noncurricular groups without discrimination based on the religious content of the students' expression. If student groups that meet for nonreligious activities are permitted to advertise or announce meetings of their groups, then Green Dot may not discriminate against groups that meet for prayer or other religious speech. Green Dot may disclaim school sponsorship of noncurricular groups and events in a manner that neither favors nor disfavors groups that meet to engage in expressions of faith or religious speech. (Religious student groups, religious clubs, "see you at the pole" gatherings, or other religious gatherings shall adhere to the guidelines for Noncurriculum-related Student Meetings (Religious, Political, Philosophical, or Other Content) as set forth above).

Principals are responsible for ensuring that this policy is administered at his/her school; the Executive Director is responsible for ensuring that this policy is followed.



Student Rights & Responsibilities

L. 13.0

Policy: Textbooks and Instructional Materials

Students assume full responsibility for the security and maintenance of their own textbooks. Should books be lost, stolen, damaged, or defaced after issuance to a student, that student will be required to pay a replacement fee before a new book is issued or at the end of the academic year. Students are required to keep textbooks covered and in good condition. Students may not write in or deface their textbooks.

Students may lose the privilege of participating in school activities due to lost or damaged textbooks. These activities include, but are not limited to: dances, field trips, prom, and senior activities.

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students.

Parents may request to review instructional materials by submitting a written request to the principal. A grievance may be submitted in writing by the parent within five days of reviewing the material. The principal will have five days to respond to the grievance.



Student Rights & Responsibilities

L. 14.0

Policy: Transportation of Students

Green Dot is committed to transporting students safely and recognizes that, in addition to general busing of students by licensed bus drivers, situations arise that require student transportation by the staff of Green Dot or its family of schools. Such situations include transportation of students for:

- Green Dot or school-sponsored field trips, excursions, or other extracurricular activities (e.g., athletic competitions); and
- compelling circumstances (e.g., an emergency situation reasonably requiring action to help ensure student safety and/or health).

Without preventative measures, the foregoing situations may expose Green Dot to potential legal liability. Unconventional transportation arrangements (e.g., staff driving students home after an extracurricular activity), or students being left on or near campus without transportation, elevate the risk of liability to Green Dot and its family of schools. To help avoid such liability, employees of Green Dot or its family of schools shall not transport students in their personal vehicles unless the:

- student's parent has completed the Transportation Permission and Release of Liability Form and returned it to the student's school of attendance; and
- the driver has completed the Employee Driver Agreement, which has been approved by an administrator at the employee's assigned school.

EXITING THE BUS AT ALTERNATIVE LOCATIONS

State law requires that a student whom a parent or guardian desires to exit a school bus at a destination other than the student's regular bus stop on the student's return bus route after dismissal of school shall provide the bus driver with a signed note from the parent or guardian informing the driver of the change in the student's bus stop for that day. The driver shall be required to turn the signed note over to the student's school principal or other school authority as soon as practicable after completion of the route.

UNRULY STUDENTS

In accordance with state law, a driver shall report to school authorities as soon as possible, but no later than the end of the route, any student refusing to obey the driver and exiting the bus without the driver's permission at a point other than the student's destination for that trip.

TRANSIT TIME

No pupil shall be allowed to remain in transit to or from school on a school bus more than one and one half (1 ½) hours in the morning or one and one half (1 ½) hours in the afternoon, in accordance with state law

HOMELESS and FOSTER CARE TRANSPORTATION

By federal law, student who lose their homes may continue in their school of origin. Transportation must be provided, within reason, if requested. Transportation should be from a temporary residence, shelter or transitional housing.

Under federal law, students placed in foster care may also continue in their school of origin. Transportation must be provided, within reason, if requested. Transportation should be from the student's residence. If you are homeless or in foster care, contact your school's principal and/or the GDPST Director of Student Services, who will begin procedures to initiate transportation services. It is important to notify all parties involved of any changes to the family's housing status.



ALTERNATIVE EDUCATION TRANSPORTATION SERVICES

When students are remanded to an alternative education school, the sending school should ensure transportation accommodations have been made. These may include, but are not limited to, public bus passes, school bus routes, and private vehicle pick-up. If a student is expelled or remanded to a second alternative school, transportation is the parent/guardian's responsibility.

COMPLAINT PROCESS

The following procedure will govern how students, teachers, staff, and community members shall submit bus safety complaints:

1. All complaints shall be submitted to the transportation supervisor; and
2. Complaints may be submitted via phone or email

The transportation supervisor shall begin an investigation of all bus safety complaints within twenty-four (24) hours of receipt.

Within forty-eight (48) hours of receipt of the initial complaint, the transportation supervisor shall submit a preliminary report to the director of schools. This report shall include:

1. The time and the date the complaint was received;
2. The name of the bus driver;
3. A copy or summary of the complaint; and
4. Any prior complaints or disciplinary actions taken against the driver.

Within sixty (60) days of receiving the initial complaint, the transportation supervisor shall submit a final written report to the director of schools that details the investigation's finding as well as the action taken in response to the complaint.

An annual notice of this complaint process shall be provided to parents and students.



Student Rights & Responsibilities

L. 15.0

Policy: Uniform Complaint Procedures

PURPOSE

Green Dot recognizes the primary responsibility to ensure its compliance with applicable state and federal laws and regulations governing Green Dot's educational programs. Accordingly, Green Dot shall investigate complaints alleging failure to comply with such laws and regulations, or alleging unlawful discrimination, harassment, intimidation, or bullying.

Further, Green Dot shall seek to resolve any complaint alleging unlawful discrimination, harassment, intimidation, and/or bullying in Green Dot programs based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or based on association with a person or group with one or more of these actual or perceived characteristics.

Green Dot will disseminate this policy annually to Green Dot employees, students, parents/guardians, appropriate school officials or representatives, school advisory committees, and other interested Green Dot parties.

FILING A COMPLAINT

Prior to filing a formal complaint, Green Dot encourages the early, informal resolution of complaints at the school site level whenever possible.

Any individual, public agency, or organization may file a written complaint that alleges a violation of federal or state laws or regulations governing Green Dot's educational programs or unlawful discrimination as identified above.

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to it. Such a complaint must be filed no later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the school principal or designee may extend the filing period for up to 90 calendar days.

Complaints are to be submitted, in writing, to the principal at the school at which the alleged violation occurred. Such complaints must include the following:

- The underlying facts;
- Details, such as the name(s) of the those involved (including witnesses) as well as the date(s) and location(s) of the incident or alleged violation;
- Information regarding any attempts to address the complaint at the school site; and
- Copies of written documentation or evidence that may be relevant or supportive of the complaint.

Any individual who is unable to prepare a written complaint (e.g., disability or illiteracy) can receive assistance from the school site administrator or designee, or by contacting the schools site at which the alleged violation occurred.

Green Dot shall maintain confidentiality of the involved parties to the maximum extent practicable without obstructing the investigation. Green Dot prohibits any form of retaliation against any complainant in the process.



Participation in the complaint process shall not in any way affect the complainant's status, grades, or work assignments.

COMPLAINT INVESTIGATION AND FINAL RESPONSE

Green Dot shall complete an investigation and provide a written final response within 60 calendar days from the date of receipt of the complaint by the school principal unless the complainant agrees, in writing, to an extension of the timeline. The principal or designee shall provide the complainant and/or his or her representative with an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The principal or designee also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the principal or designee with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

Green Dot's final response shall include the following:

- The finding(s) of fact based on the evidence gathered;
- The conclusion(s) of law;
- Disposition of the complaint;
- Rationale for such disposition;
- Corrective action, if any are warranted; and
- Notice of the complainant's right to appeal the final response within 15 calendar days to the Green Dot Public Schools Tennessee Board of Directors and procedures to be followed for initiating such an appeal.

The principal of the school at which the complaint was filed shall maintain a record of each complaint and subsequent related actions, including, but not limited to, Green Dot's final response.

APPEAL

The complainant has a right to appeal Green Dot's final response to the Green Dot Public Schools Tennessee Board of Directors with a written appeal within 15 calendar days from the receipt of Green Dot's final response. The appeal shall specify the basis for the appeal and whether the findings of facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the original complaint filed with Green Dot and a copy of Green Dot's final response.



Student Rights & Responsibilities

L. 16.0

Policy: Work Permits

No minor under eighteen years of age is allowed to work without a work permit. Students can obtain a "School Verification for a Work Permit" and a "Request to Issue Work Permit" from the Office. Students must have a minimum of a 2.0 GPA to obtain a work permit.



Student Services Policy

M. 1.0

Policy: Equal Education Opportunities

At Green Dot all students shall be afforded the right and opportunity to an equal education. No student shall be excluded, segregated or discriminated against in the Green Dot Public School environment for reasons of race, ethnicity, color, national origin, gender, economic status, sexual orientation, actual or perceived disability, religion, or religious affiliation.



Student Services

M. 2.0

Policy: English Language Learners

English Language Learners (ELL) are non-English language background students whose level of oral, reading, and written proficiency in English does not allow them to fully benefit from the curriculum and creates difficulty in regular classroom curriculum without specially designed modifications. ELL students have not yet met the definition of fluent English proficient (FEP). If the inability to understand, speak, read, or write the English language excludes a student from effective participation in the educational programs offered by the school, the school shall take appropriate action to rectify the English language deficiency in order to provide the student equal access and participation in its programs. The school shall develop and periodically update a local plan for providing ESL services for students whose native or dominant language is not English. The plan for implementation of appropriate instruction and ESL services for students who have limited English proficiency shall be in accordance with the current Rules, Regulations, and Minimum Standards of the State Board of Education, and state, and federal law.



Student Services Policy

M. 3.0

Policy: Homeless, Migrant, and Foster Care Students

Educational services will be provided for homeless or migrant students in accordance with local, state and federal guidelines. A homeless child lacks fixed, regular and adequate residence or has a primary residence in a supervised publicly or privately operated shelter for temporary accommodations, a public or private place not designated for use as regular sleeping accommodations for humans.

Homeless children and youth have the following rights:

1. The right to immediate enrollment in school, even if lacking paperwork normally required for enrollment (e.g., such as previous academic records, immunization records, proof of residency or other documentation). GDPST will request previous academic records to determine the appropriate courses for the student to be enrolled in. A review of the student's transcripts will be used to determine credits completed towards graduation; and
2. The right to attend (1) his/her school of origin, (2) last school attended, or (3) the school in attendance area where the family or youth is currently residing, based on the parent's request of views of an unaccompanied homeless student and where feasible to GDPST considering the best interests of the child; and
3. The right to receive transportation (i.e. bus pass, etc.), within reason, to his/her school, if this is requested by the parent or GDPST staff charged with assisting homeless students; and
4. The right to services comparable to those received by housed schoolmates including transportation and supplemental educational services; and
5. The right to attend school along with children not experiencing homelessness. Segregation based on a student's status as homeless is strictly prohibited.

Parents/guardians are required to submit contact information to the school's homeless coordinator. Information regarding a homeless student's living situation shall not be considered directory information.

By federal law, students who lose their homes shall continue in the building they attend for that entire school year.

Parents are to contact school leaders to begin the process who will then, in turn, notify the coordinator for transportation services to set up transportation. It is important to notify all parties involved of any changes to the family's housing status.

Green Dot Public Schools Tennessee administration is directed to identify migratory students, as required by law, and to develop written administrative procedures for ensuring that migrant students receive services for which they are eligible. In developing and implementing a program to address the needs of migratory students, GDPST will:

1. Identify migratory students and assess the educational and related health and social needs of each student. Students identified will be coded in EIS and data will be verified by the school counselor;
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, language programs, counseling programs, elective classes, etc.;
3. Provide migratory students with the opportunity to meet the same statewide assessment standards that all students are expected to meet;
4. To the extent feasible, provide advocacy and outreach programs to migratory students and their families and professional development for GDPST staff and;
5. Provide parents an opportunity to participate in the program.



If a migrant student is identified by GDPST, the Executive Director or designee shall notify the Tennessee Department of Education and request assistance if needed.

FOSTER CARE STUDENTS

It shall be the policy of Green Dot Public Schools Tennessee to enroll students who are required by Tennessee law to attend school in grades K-12 who have been placed in foster care or who are awaiting placement in foster care. Inability to produce records that are required for enrollment shall not be grounds for denying admission of a student who has been placed in foster care or who is awaiting placement in foster care.

The foster care student shall be enrolled or remain enrolled in the child's school of origin, unless a determination is made that it is not in the child's best interest to attend the school of origin, which decision shall be based on all factors relating to the child's best interest, including consideration of the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement.

GDPST will request previous academic records to determine the appropriate courses for the student to be enrolled in. A review of the student's transcripts will be used to determine credits completed towards graduation.

GDPST Student Services will work with the Tennessee Department of Children's Services to develop a plan regarding how transportation for children in foster care will be provided, arranged, and funded, and which ensures that:

- A. Children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with federal law; and
- B. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, GDPST will provide transportation to the school of origin if-
 1. The Tennessee Department of Children's Services agrees to reimburse GDPST for the cost of such transportation;
 2. GDPST agrees to pay for the cost of such transportation; or
 3. GDPST and the Tennessee Department of Children's Services agree to share the cost of such transportation.



Student Services Policy

M. 4.0

Policy: Special Education (ASD)

The ASD is the local education agency (LEA) for all students with disabilities (including students eligible for IEPs or 504s) geographically zoned to attend schools operated by the ASD. Green Dot offers a full continuum of service options to meet the needs of all students. Unless otherwise required by a student's individualized education program (IEP), all students with disabilities may attend the same zoned school as her or his nondisabled peers, as the vast majority of special education needs can be met in the Least Restrictive Environment (LRE) at any ASD school. In situations where an IEP team (including the parent/guardian) decides a placement outside the ASD is in the best interest of the student, the home school remains responsible for monitoring the service provisions and IEP compliance for the student. Each school shall provide access to a free appropriate public education to all disabled children ages 3-21, inclusive, residing within the jurisdiction of the school system.

The plan for implementation of appropriate instruction and special education services shall be in accordance with the current rules, regulations and minimum standards of the State Board of Education, and State, and federal law. Administrators, principals and teachers are responsible for providing an IEP or 504 Plan for each disabled student and for adhering to all components of the plan. Each ASD school will annually distribute and maintain a copy of "Procedural Safeguards" for all students with disabilities.

EXTERNAL PLACEMENT: Schools are expected to develop Special Education programs within their school to support the needs of enrolled students. In the rare case, when a student's needs are so extreme that the school is not equipped to provide the most appropriate services, Green Dot Public Schools may externally place, or partner with outside Service Providers (e.g., SCS, MNPS, or private providers) to provide appropriate services with the cost to be billed to the Operator.



Student Services Policy

M. 5.0

Policy: Student Study Team

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

The goals of the SST are to:

- Work with the student and parent to identify causes of poor academic performance, disruptive behavior, and potential developmental problems
- Work with the student and parent to identify viable interventions that could occur before a student's poor academic performance results or behavior issues
- Discuss a variety of academic interventions and/or positive behavioral reinforcements and develop strategies that have a high likelihood of positive academic and behavior performance
- Inform parent and student of the referral process, where the student is in the process and the consequences of further poor academic performance and/or disruptive behavior
- SSTs are also established to fulfill requirements of current federal and state legislation.



Student Services

M. 6.0

Policy: 504 Plans

Section of the Rehabilitation Act of 1973 states that no otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal. Please refer to the Uniform Complain Procedures Policy L.14.0 for information regarding filing a complaint or investigations.



2018-2019 Student Policy Manual Signature Page

This Student Policy Manual contains important information about your child's school and Green Dot Public Schools Tennessee. My signature below hereby certifies that:

- I have read this Student Policy Manual, and I understand my rights and responsibilities described in the policies herein;
- I understand that I should contact the school office or Principal regarding any questions I have that are not answered in this Student Policy Manual; and
- I understand that the policies described in this Student Policy Manual may change at any time.

Student Name: _____ Date: _____

Student Signature: _____ Date: _____

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____



BLUFF CITY HIGH SCHOOL - STUDENT HANDBOOK ADDENDUM

This school is a charter school authorized by the Tennessee State Board of Education, which serves as the overseeing school district. This document provides important contact information for the school district as well as a link to school district resources and information for parents and students.

General Contact Information:

TN State Board of Education
710 James Robertson Parkway, 1st Floor
Nashville, TN 37243

Main Phone: **(615) 741-2966**

Email: **Stateboard.Schools@tn.gov**

State Board of Education District Staff:

Director of Schools: Dr. Sara Morrison Sara.Morrison@tn.gov (615) 741-2966

Director of Charter Schools: Tess Stovall Tess.Stovall@tn.gov (615) 770-1190

Deputy Director of Charter Schools: Jay Whalen Jay.Whalen@tn.gov (615) 837-5142

Deputy Director of Policy and Accountability: Angie Sanders Angela.C.Sanders@tn.gov (615) 507-6979

Special Education Coordinator: Kelly Johnson Kelly.R.Johnson@tn.gov (615) 741-2966

Federal Programs Coordinator: Julie McCargar Julie.McCargar@tn.gov (615) 741-2966

Website:

The State Board of Education has school district policies and procedures that apply to all of its schools. These policies and procedures, along with additional information about the school district and its schools are located on their website at: www.tn.gov/sbeschools

A Spanish version of the Student Handbook Addendum is available from GDPST and the State Board.



BLUFF CITY HIGH SCHOOL CLUBS AND ORGANIZATIONS – STUDENT HANDBOOK ADDENDUM

Bluff City High School offers the following clubs and organizations:

- Student Ambassadors
 - The mission of the Student Ambassador program is to cultivate a campus culture of academic support, engagement and excellence. As student leaders, Bluff City Student Ambassadors serve as positive role models, help new and prospective students feel more connected to the school community, support student leadership growth, and positively represent the Bluff City student body.

Preparing students for college, leadership and life

The responsibility of education belongs to all stakeholders: parents, students, educators, community members, and public and private industry. As stakeholders we must work together as partners to create an atmosphere of teamwork and work to maintain that atmosphere as we strive for success. We must do whatever it takes to ensure students are provided with and adhere to a rigorous and challenging standards-based curriculum. Please carefully read the following contract. Your signature will indicate your commitment to support the following responsibilities.

Student Last Name * _____

Student First Name * _____

Student Middle Name _____

Student Next Grade Level _____

School agrees to:

- Provide a safe, orderly, and caring school environment conducive to collaboration and learning.
- Provide a thorough and rigorous standards-based education with special emphasis on college preparatory classes.
- Provide parents with frequent reports on their children's progress.
- Provide parents with reasonable access to school staff.
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.
- Endeavor to motivate the students to learn.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families, public and private industry, and the community.
- Show respect for self, school, students, community, and families.

Parent/guardian agrees to:

- Support the implementation of a compelling school vision and high quality education programs with high standards that are understood and embraced by the school community.
- Communicate the value of education, provide home support, and closely monitor student academic work, school progress, and discipline.
- Establish a written, posted schedule in the home that clearly indicates a study time and location, time for peer activities, television viewing, and out-of-school activities.
- Participate in training opportunities that will help improve teaching and learning both at home and at school.
- Communicate regularly with the school.
- Show respect for self, school, students, community, and families.
- Support the school's dress code.
- Ensure that student is at school on time every day.

Student agrees to:

- Participate in the decision-making process by collaborating with students, parents, and school staff.
- Help create and maintain a school climate that promotes the success of others and oneself.
- Deal with conflict openly and honestly.
- Produce high quality work that meets or exceeds class standards.
- Adhere to the school's dress code.
- Attend school and each class on time each day.
- Complete all schoolwork and homework daily.
- Participate in school activities and the teaching and learning process to improve learning both at home and at school.
- Follow all rules set by the school.
- Show respect for self, school, students, community, and families.

Parent/Guardian Initials * _____

***This contract is adapted from Green Dot's Schoolmint enrollment system.*

Green Dot Public Schools Tennessee Discipline Policy

D. 1.0

Policy: Progression of Disciplinary Procedures

Green Dot Charter K-8's approach to discipline revolves around serving the needs of younger students and includes: starting with promoting positive behavior, providing behavior supports through the RTI process, using data to determine what Tier of supports students need, engaging parents as needed, particularly in the younger grades, and focusing on restorative practices when behavior expectations are not met. Each student is expected to behave in a manner that exemplifies dedication, discipline, desire, honesty, loyalty and respect. Students will be held responsible and accountable for behavior that conveys these principles. Proper behavior is expected at all school-sponsored activities both during and after the regular school day. Green Dot believes it is the role of educators to teach students proper behavior and to work with students who make poor decisions so they can become equipped to be college and career-ready adults. Students who consistently or repeatedly fail to uphold the Green Dot standards of conduct and behavior, however, may be subject to age appropriate disciplinary action up to and including expulsion.

For the purposes of this handbook, "Suspension" shall be defined as dismissed from attendance at school for any reason for not more than ten (10) consecutive days. Multiple suspensions shall not run consecutively nor shall multiple suspensions be applied to avoid expulsion from school. "Remand" shall be defined as assignment to an alternative school or program. "Expulsion" shall be defined as removal from attendance for more than ten (10) consecutive days or more than fifteen (15) days in a month of school attendance. Multiple suspensions that occur consecutively shall constitute expulsion.

PROGRESSION OF DISCIPLINARY PROCEDURES

Teachers are responsible for the day-to-day discipline in their classrooms within the understanding that teachers have many different roles beyond just disciplinarian. Teachers work with their students to meet their individual needs and work together to find a common ground in the classroom, to ensure that learning can take place. Disciplinary options available to the teachers include: warning, detention, parent-teacher communication, counseling referral, written assignment, and discipline referral to the administration. The Discipline Matrix can be found in Code of Conduct Policy D 2.0.

ADMINISTRATIVE DETENTION: These detentions are typically held after school. During the detention period, students are to sit quietly and complete assignments. No activity such as listening to music, sleeping, etc. is permitted. This detention is served after school and may consist of writing an assignment, sitting quietly in a classroom or assisting with cleaning of the campus. School events, activities or athletics are not valid reasons for missing a detention.

After a student is given a school detention, the student's parent/guardian may be notified by telephone by the Principal or designee.

D. 2.0

Policy: The Discipline Matrix

The matrix below outlines the three-tier system for responding to both major and minor infractions. While similar consequences may be used, the approach and specific language used will differ by age, and GDPST will spend the planning year building this out in more detail.

Violation	Description	Examples	Potential Consequences
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Mild	A mild behavior infraction is a minor misbehavior that does not impede the learning of others or only does so to a minimal extent.	<ul style="list-style-type: none"> • Minor uniform infraction • Failure to complete work • Chewing gum • Food/drink violation • Calling out 	<ul style="list-style-type: none"> • Teacher intervention through any of the following techniques: non-verbal correction, gentle verbal reprimand, proximity correction or humor.
Moderate	Moderate behavior infractions are misbehaviors that more persistently impeded the learning of the student or their peers.	<ul style="list-style-type: none"> • Instigating a fight • Insubordination/defiance • Tagging • Inappropriate use of technology • Verbal altercation • Profanity/foul language not directed at an adult 	<ul style="list-style-type: none"> • Detention (lunch or after school) • Referrals • Parent conference • Parent shadowing • Loss of student privileges • Suspension (or ISS) • Student agreement • Other school service
Severe	Severe behavior infractions are misbehaviors and actions that are very serious violations of our Code of Conduct, and/or are criminal violations of Tennessee law.	<ul style="list-style-type: none"> • Bullying • Drug distribution • Leaving class without permission • Destruction of property • Fighting • Brandishing a weapon • Gang activity • Terrorist threats 	<ul style="list-style-type: none"> • Detention (lunch or after school) • Suspension (or ISS) • Discipline Review Board • Student agreement • Probation • Expulsion
Zero Tolerance	Zero Tolerance infractions are misbehaviors and actions that are very serious violations of our Code of Conduct, and/or are criminal violations of Tennessee and Federal law.	<ul style="list-style-type: none"> • Possession of a firearm or explosive • Possession of an illegal drug or unauthorized prescription drugs • Battery against school personnel 	<ul style="list-style-type: none"> • Expulsion for a minimum of one (1) year

ADMINISTRATIVE AFTER SCHOOL DETENTION: These detentions are up to 60-minute detentions that occur after school five minutes after the dismissal bell. Students must report to detention on time and remain in detention for the entire time to clear the detention.

During the detention period, students are to sit quietly and complete assignments. No activity such as listening to music, sleeping, etc. is permitted. This detention may consist of writing an assignment, sitting quietly in a classroom or assisting with cleaning of the campus. School events, activities or athletics are not valid reasons for missing a detention.

After a student is given a school detention, the student's parent/guardian may be notified by telephone by the Principal or designee.

ADMINISTRATIVE LUNCH DETENTION: Students will receive a detention reminder slip, which will have the date of your detention and the room lunch detention will be held. Students will have three minutes to report to the lunch detention room. The expectation for students is to serve their lunch detention the next time lunch detention is offered (Ex. Student receive lunch detention on Monday, student will serve lunch detention on Tuesday). Students who do not attend lunch detention will receive a school-wide detention, which may disqualify them from the next merit event (Exceptions will be made for students who were absent on the day of detention).



HOW TO EARN MERITS

Teachers should award merits anytime a student displays a “merit worthy” behavior. Merit worthy behaviors are observable actions that indicate or exemplify preparedness for college, leadership and life.

Buckets of “Merit Worthy” Behavior:

Preparing For College	Preparing for Leadership	Preparing For Life
Academic discourse High level questioning Persisting with difficult content (in class or out of class)	Taking Initiative Striving For Excellence	Showing Respect Acting Responsibly Interacting Positively and appropriately in all settings Nurturing Diversity and Collaboration

D. 3.0

Policy: Serious Infractions

In order to assure a safe and secure learning environment free of drugs, violence, and dangerous weapons, any student who engages in the following behaviors may be subject to suspension for a period of not less than one (1) school year.

1. Unauthorized possession of a firearm
2. Committing aggravated assault of a “teacher, principal, administrator, or any other employee of an LEA or school resources officer”
3. Possession of illegal drugs

Expelled means removed from the student’s regular school or removed from school attendance altogether.

Remanded means removed from the student’s regular school and placed in an alternative school. Green Dot Public School’s Director of Schools may modify this expulsion on a case-by-case basis.

The following behaviors are also considered serious infractions and may lead to immediate suspension and/or remand.

1. Violence or threatened violence against the person or property of any personnel or any student attending or assigned to any school;
2. Possession of a pistol, gun or firearm on school property;
3. Possession of a knife or other weapons, etc., as defined in TCA 39-6-170, on school property;
4. Willful or malicious damage to the theft of real or personal property of the school or the property of any person attending or assigned to the school;
5. Unlawful use or possession of barbitol or legend drugs as defined in TCA 53-10-101;
6. Unlawful use or possession of alcohol;
7. The sale or distribution of drugs and alcohol;
8. Assault or battery on school employees; (this includes physical and explicit verbal assault)
9. Willful and persistent violation of the rules of the school or truancy (with prior unsuccessful interventions)



D. 4.0

Policy: Suspension

A student may be suspended or expelled/remanded for serious infractions. Misbehaviors in violation of the Student Code of Conduct not otherwise constituting an expellable offense may become a serious infraction subject to expulsion and/or suspension when the misbehavior is so persistent that, in cumulative effect, it is significantly disruptive of the educational process. The decision to expel shall be based on an assessment of the facts and circumstances of each case. Relevant factors, without prioritization, include, but are not limited to, the seriousness of the misconduct, the student's age, grade level, history of prior misconduct, health and safety issues, and disruptive effects upon the educational process.

SUSPENSION PROCESS

In addition to the above list of serious violations, the Principal or designee has the authority to suspend a student for a period of up to five (5) school days to further investigate an incident or because of an emergency constituting endangerment to health or safety of students or staff.

1. PREREQUISITES TO SUSPENSION

Prior to suspending a student, the Principal or designee must hold an informal conference with the student to:

- a) Notify the student of the accusations against him/her;
- b) Allow the student to relate his/her version of the incident; and
- c) Determine whether the student's conduct warrants suspension.

2. NOTIFICATION TO PARENTS/GUARDIANS

If the Principal or designee determines the student's conduct warrants suspension during the school day, the Principal or designee must notify the student's parents/guardians that the student has been suspended before the student is sent home on the day the suspension occurs. The Principal/School Director or designee will notify a suspended student's parents/guardians of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Principal/School Director.

3. CREDIT DURING SUSPENSION

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

D. 5.0

*Policy: Achievement School District (ASD) Expulsion & Remand Process*EXPULSION PROCESS

This process applies to expulsions (removal from the regular program for more than ten (10) days). When Green Dot Public Schools Tennessee finds the most serious disciplinary consequence – expulsion from school – to be required for a student, it should follow the steps below before applying an expulsion.

• PREREQUISITES FOR EXPULSION

Prior to remanding a student, the Principal and/or designee must hold an informal conference with the student to:

- a. Notify the student of the accusations against him/her;
- b. Allow the student to relate his/her version of the incident;
- c. Suspend the student for five (5) days pending a decision on an expulsion.



- **NOTIFICATION OF PARENTS/GUARDIANS**

If the remand/expulsion is applied, the principal or designee shall immediately give notice of the remand/expulsion to the parent or guardian. After providing notice, the school should obtain the parent's signature or, if the parent or guardian cannot be reached, mail a certified copy of the notice to the student's home address. The remand/expulsion notice shall include the effective date and length of the remand/expulsion, the reason for the remand/expulsion, and information about the parent's right to appeal the expulsion decision to the GDPST Executive Director. The notice shall also state that failure to request an appeal in a timely manner constitutes a waiver of further rights in the matter. All remand/expulsion appeals must be filed at the charter network level, orally or in writing, within five (5) days after receipt of the notice and may be filed by the student, legal parent or guardian.

- **APPEAL TO A DISCIPLINARY HEARING AUTHORITY APPOINTED BY THE SUPERINTENDENT**

Appeals of remands/expulsions shall be heard by a disciplinary hearing authority, consisting of members appointed by the Superintendent. Each appeal shall be heard by a hearing authority with at least one licensed employee of the ASD or one of its authorized schools. The hearing shall be audio recorded.

The Superintendent or designee shall give notice of the time and place of the hearing to the parent or guardian, the student, and the principal or school designee. The Superintendent or designee shall also notify the parties that:

- The notice shall include the reasons for the remand and state the same student rights as provided for suspension hearings, above.
- The hearing will be held within ten (10) days of the receipt of the request for appeal.
- The hearing authority may affirm the decision of the school or order adjustment or removal of the remand/expulsion upon such terms and conditions as it deems reasonable.

- **DECISION OF THE DISCIPLINARY HEARING AUTHORITY**

Immediately following the appeal hearing, the hearing authority will notify the student and the student's parents/guardians in writing of his/her decision. The decision shall specify:

- The length of the expulsion, if any;
- Assignment to an alternative school, if applicable;
- When the expulsion is not permanent, the procedures for re-admittance at the end of the expulsion period; and
- The right to appeal the decision to the ASD Superintendent or designee.

- **NOTIFICATION OF ASD OFFICE OF SUPERINTENDENT**

If the remand/expulsion is applied, all paperwork should be sent to the ASD's Manager of Enrollment and Discipline within two (2) days of the decision to remand. The ASD will partner with the parent to assign the student to an alternative school. In order to facilitate the ASD's swift placement of the student in alternative school and minimal lost instructional time, the remand notice to the ASD must include all required submission components as specified in the ASD's Remand/Expulsion Checklist, submitted no more than seven (7) days after the incident occurred.

- **APPEAL to the NETWORK HEARING AUTHORITY**

Per TN49-6-1504, no student should be assumed to have violated school rules without a fair and unbiased hearing in front of people who can judge him or her impartially. Appeals of remand/expulsion decisions shall be heard by a network disciplinary hearing authority first. The purpose of the Network Hearing Office is to consider the fairness, reasonableness, and legality of the discipline decision. If a parent, student or student representative is not satisfied with the decision of the Network Hearing Authority, he or she may appeal to the ASD Office of the Superintendent.

- **APPEAL TO THE ASD SUPERINTENDENT OR DESIGNEE**

The student or his/her parents/guardians may appeal the Disciplinary Hearing Authority's decision. The appeal process is as follows:



- Parents may request a review by the ASD Superintendent by notifying her in writing within five (5) calendar days of the date of receipt of the decision by the Disciplinary Hearing Authority.
- The ASD Superintendent will review the audio or transcribed record from the hearing.
- The ASD Superintendent or designee will notify the student and his or her parents/guardians of the decision, in writing, within five (5) school days of the request for a hearing.

D. 6.0

Policy: State Board of Education (SBE) Expulsion & Remand Process

Required Remand for Suspensions of More than Ten (10) Days

It is the State Board's philosophy that it is in the best interest of students to be in the classroom as much as possible. To that end, the State Board has determined that for disciplinary infractions justifying a suspension of more than ten (10) school days, an authorized charter school shall remand the student to alternative school for the period of the suspension, absent special circumstances. Students remanded to alternative school shall comply with the compulsory attendance law.¹

If a special circumstance arises that the authorized charter school believes justifies a disciplinary action other than the required remand to alternative school, the authorized charter school shall immediately notify the Director of Schools, or designee, of the special circumstance. The Director of Schools, or designee, will consult with the authorized charter school regarding the special circumstance and will come to a decision regarding the proposed modification of the required remand within seven (7) business days. Special circumstance modifications will be considered by the Director of Schools on a case-by-case basis.

The required remand to alternative school shall not apply to students found to have committed a Zero-tolerance offense.

Student Disciplinary Hearing Authority

Each authorized charter school shall establish a Disciplinary Hearing Authority ("DHA") which shall conduct appeals for students who have been remanded/suspended for more than ten (10) school days.³ Each authorized charter school shall develop a policy outlining the processes and procedures for its DHA hearings which shall include the following minimum requirements:

- (1) The governing board of the authorized charter school shall appoint a DHA which shall consist of at least two (2) members (maximum number must not exceed total membership of the governing board). At least one (1) DHA member shall be a licensed employee of the authorized charter school. All appointments are for one (1) year terms and subject to reappointment. Governing board members shall not serve on the DHA.
- (2) The governing board shall appoint a chairman of the DHA from the members appointed by the board. The chairman shall perform the following duties:
 - (a) Set the time, place, and date for each hearing;
 - (b) Maintain order and structure during each hearing; and
 - (c) Prepare, sign, and disseminate the minutes of each meeting.
- (3) A audio record of the proceedings shall be made by the DHA, and will be made available to the student upon request.
- (4) The student shall have the right to legal representation, at the parent's expense. The school administrators are to be notified, in writing, at least five (5) school days prior to the hearing if the student is to be represented by legal counsel.
- (5) The authorized charter school shall inform, in writing, the student and parent or guardian that the remand/suspension may be appealed within five (5) school days of notification of the remand/suspension and provide the student and parent or guardian with a copy of the appeal policy/procedures. Upon receiving notification of the request to appeal the remand/suspension decision, the DHA shall provide



written notification to the student and parent or guardian, and any other appropriate person of the time, place, and date of the hearing in a language that the parent and student understand. The hearing shall be held no later than ten (10) school days after the beginning of the remand/suspension.³ The deadline for the DHA to make a decision shall be set forth in each authorized charter school's policy.

- (6) The DHA may take the following disciplinary actions:⁴
 - (a) Affirm the decision of the school principal;
 - (b) Order removal of the remand/suspension unconditionally;
 - (c) Order removal of the remand/suspension upon such terms and conditions as it deems reasonable; or
 - (d) Remand/suspend the student for a specified period of time.

- (7) Within five (5) school days of the DHA rendering a decision, the student, parent or guardian, principal, principal-teacher or assistant principal may request a review by the governing board, and the governing board shall review the record. Following the review, the governing board may grant or deny the request for a hearing or affirm or overturn the decision of the DHA with or without a hearing. The governing board shall not impose a more severe penalty than that imposed by the DHA without first providing an opportunity for a hearing before the governing board.⁵ The notice of the hearing shall include a statement that, unless the student, parent or guardian requests an open hearing in writing within five (5) school days of receipt of the notice, the hearing shall be closed to the public.⁵ The governing board shall render a decision within ten (10) business days. In addition, each authorized charter school's policy shall outline the requirements for participation in a hearing granted by the governing board, including whether governing board members and other participants will be allowed to participate electronically. The decision of the governing board shall be final.

- (8) Zero-tolerance offenses. Zero-tolerance offenses (refer to the Code of Conduct Policy D. 2.0) require a mandatory calendar year expulsion unless modified by the Director of Schools.² Students found to be in violation of the Zero-tolerance policy shall be given the right to appeal to the DHA within five (5) school days of receiving notice of the expulsion. The DHA shall only have the ability to consider guilt or innocence of the Zero-tolerance infraction, and whether the student was provided with proper due process. The DHA shall render a decision within five (5) business days. The DHA shall not have the ability to modify the mandatory calendar year expulsion, however, the DHA may make a recommendation to the Director of Schools regarding a proposed modification of the student's mandatory expulsion.
 - (a) Within five (5) school days of the DHA rendering a decision, the student, parent or guardian shall have the right to appeal from the DHA to the Director of Schools to seek modification of the mandatory calendar year expulsion. The Director of Schools shall consider a recommendation from the DHA, if any, regarding a proposed modification of the student's expulsion, however, the Director of Schools shall not be bound by the recommendation. The Director of Schools shall render a decision within seven (7) business days.

 - (b) Within five (5) school days of the Director of Schools rendering a decision, the student, parent or guardian shall have the right to appeal to the governing board of the authorized charter school regarding guilt or innocence of the Zero-tolerance infraction, and whether the student was provided with proper due process. The governing board shall render a decision within ten (10) business days. In addition, each authorized charter school's policy shall outline the requirements for participation in a hearing granted by the governing board, including whether governing board members and other participants will be allowed to participate electronically. The governing board of the authorized charter school shall not have the ability to modify the decision of the Director of Schools with regard to modification of the student's expulsion. The decision of the charter school's governing board shall be final.



The DHA and governing board shall follow the same procedures and timelines for Zero-tolerance offenses and remands/suspensions of more than ten (10) school days, unless otherwise stated herein.

D. 7.0

Policy: Discipline for Students with Disabilities

Schools may discipline students with disabilities using in-school suspension, or out-of-school suspension. During in-school suspension, the school must provide comparable services to the student's IEP and allow opportunities for the student to participate in his or her general curriculum.

A school may suspend a student with a disability for up to 10 days without a duty to provide continued services specified in the student's Individual Education Program (IEP), review his or her Behavior Intervention Plan (BIP), or reconsider the Functional Behavior Assessment (FBA).

If a student is remanded, removed from primary school longer than 10 days, a manifestation determination review (MDR) must be conducted within the first 10 days of the student's removal. Parents must be notified at least 24 hours prior to the MDR. The MDR shall be used to determine (1) whether the conduct in question was caused by, or had a direct or substantial relationship to the child's disability, or (2) whether the conduct in question was the direct result of the school's failure to implement the IEP. Regardless of the MDR determination, services shall recommence on the 11th day of the student being removed from their primary school.

If the MDR determines that the conduct for a non-zero tolerance offense was a manifestation of the student's disability, the school must do the following: (a) conduct or review the student's FBA, (b) develop or modify a BIP, and (c) return the student to placement from which he or she was removed unless parents and school agree to a change of placement as part of modifications to the IEP or BIP. If the conduct was a zero tolerance offense, the student can be placed in an alternative education setting for up to 45 days. If the MDR determines that the conduct was not a manifestation, the student shall be disciplined in the same manner as non-disabled students would be for similar violations. The school will remain responsible for service provision.

Parent or school appeals of the MDR determination must be conducted within 20 days of notice of the MDR decision by the school. Green Dot Public Schools has 10 days to render an appeal decision. During the appeal process, the student shall continue receiving disability services. Schools have the right to appeal to the special exceptions ruling if continuing IEP services is substantially likely to result in injury to the student or others.

Students suspected of a disability should receive IDEA discipline protections if the school has knowledge that the student may have a disability before the misconduct occurred. If the misconduct occurs and the parent then alleges the child has a disability, the child will not receive discipline protections for that misconduct.

D. 8.0

Policy: Corporal Punishment

No employee of Green Dot shall engage in corporal punishment, condone its use, or seek permission from another (including a parent) to administer it. Some examples of corporal punishment include, but are not limited to:

- Shoving, striking, grabbing, shaking or hitting a student
- Throwing objects at a student
- Unreasonable restraint of a student
- Directing others to engage in any of the activities listed above



There may be times when a Green Dot employee may need to use physical contact with a student. This should only be done for reasons of self-defense or defense of another. Any action done for these reasons must be:

- Proportional to the student's conduct; and
- The most restrained means available to control the situation

Resorting to physical contact to protect oneself or another and/or regain/maintain order must be a last resort after all other reasonable means have been exhausted. Restraint and/or isolation of special education students are governed by relevant TN state law. Each situation will be reviewed by Green Dot Public Schools Tennessee.

D. 9.0

Policy: Safe Relocation of Students

Employees who are directly responsible for a student's education or who otherwise interact within the scope of their assigned duties may relocate a student from the student's present location to another location when such relocation is necessary for the student's safety or the safety of others, or intervene in a physical altercation between two (2) or more students, or between a student and a Green Dot employee, to end the altercation by relocating the student. Such employees may use reasonable force to physically relocate the student or intervene in a conflict if the student is unwilling to cooperate with the employee's instructions. This policy shall be in effect on school property, as well as at official school functions, including, by not limited to, sporting events and approved field trips, taking place away from the local school property.

Campus Aides will be specifically trained and coached in Safe & Civil procedures and on how to support the safety needs of young students in grades K-8. They will receive ongoing coaching and support from their school leaders and will attend three full days of training throughout the school year on All Green Dot Days (AGDD) to ensure they understand what "reasonable force" entails.

In addition, all staff will participate in mandatory trainings and refresher trainings led by Crisis Prevention Institution (CPI) certified trainers from the regional Home Office once per year to ensure they understand how to implement age-appropriate discipline and know what "reasonable force" entails.

If an employee is unable to resolve the matter when the use of reasonable or justifiable force are required, the student shall be allowed to remain in place until such a time as local law enforcement officers or school resource officers can be summoned to relocate the student or take the student into custody until such a time as a parent or guardian can retrieve the student.

In the event that physical relocation becomes necessary, the teacher shall immediately file a report of the incident with the building principal. If the student's behavior constitutes a violation of the Green Dot Student Conduct Policy, then the report shall be placed in the student's permanent record. Otherwise, the report shall be kept in the student's discipline record, and not become a part of that student's permanent record.

Each building administrator shall fully support the authority of the employees under this policy, and fully implement the policy and procedures of the system.

Please refer to p. 143-152 for the Student Enrollment Policy
(Section F of Attachment B)



Designed for you. Created for others.

Founder/CEO: Joe Williams

Telephone: 901-462-9976

Email: joe.williams@agapenorth.com

Agape North: Philanthropic business that supports education directly

To whom it may concern:

It is my pleasure to write a letter in support of Green Dot Public Schools.

Agape North has the privilege of working in dozens of schools in the Memphis area each year. We leverage local businesses and non-profits to give back free school uniform shirts through our Foundation. Because we see so many schools each year and take businesses and non-profits into these schools with us to give, we have seen firsthand the impact of Green Dot in Memphis and business and non-profit aspirations to want to get more involved as a result of the inspiring work at Green Dot. The campus visits are always organized, meaningful, and beneficial for both students and the community partners we take into the schools. We need more schools like Green Dot that will foster a sense of community and manage community partnerships in a hospitable and impactful way. Even more important than fostering community, it is the basic right of each child in our city to have options in school choice, and to access schools with high culture and high academic expectations.

In conclusion, Agape North fully supports the efforts of Green Dot Schools, as they seek to extend the support designed to help children become more academically successful. Any program that is willing to help our students make better decisions about life, education, health, and the community at large, deserves continued growth.

Sincerely,

Joe Williams

agapenorth.com • (901) 218-0201
9030 Poplar Pike Suite #107 • Germantown, TN • 38138



The Voice for Students

March 21, 2019

Re: Green Dot Public Schools - Tennessee Application for K-8 School

Greetings:

Campaign for School Equity (CSE) supports and believes in Green Dot Public Schools TN (GDPST) ability to operate a K-8 school. With a strong record of operating schools in Shelby County, experienced leadership, and deep community ties, we believe that GDPST is fully capable of operating a K-8 school.

CSE has the privilege of working closely with Bluff City, Fairley and Hillcrest High School through our Student Advocacy Program. We see first-hand the work that GDPST puts forth with students at both high schools and believe that they will apply the same dedication toward students at their new school.

We are excited for the potential of GDPST to create a steady feeder pattern for their three high schools as well as the implementation of heightened academics to help students meet and conquer the academic challenges on the path to college.

We support the approval of GDPST's application to operate a K-8 school.

Sincerely,

Mendell Grinter
Founder and Executive Director
Campaign for School Equity

Beautiful Spirited Women Teen Mentoring Program

Founder/CEO – Mrs. Crystal Clark- Chatman

Telephone 901-438-0153

Email: beautifulspiritedwomen@gmail.com

Beautiful Spirited Women- Non Profit Organization

PO Box 17388

Memphis, TN 38187

To whom it may concern:

It is my pleasure to write a letter in support of Green Dot Public Schools.

Green Dot Public Schools has done many things to reach out to the community they serve. When our organization was in need of space to work with students in the community, Green Dot gave us a chance to set up children workshops for their first annual community health fair day. The staff was very professional and willing to help us with everything we needed to make our day successful. They stayed in communication with us until the day of the event and had everything set up beautifully. We saw team work, a family environment, and successful representatives of Green Dot working well together under one roof. We will recommend this program to any parent.

In conclusion, I fully support the efforts of Green Dot Schools, as they seek to extend the support designed to help children become more academically successful. Any program that is willing to help our students make better decisions about life, education, health, and the community at large, deserves continued growth.

Sincerely,
Crystal Clark- Chatman
Founder/Director

March 20, 2019

To Whom It May Concern,

As a proud Fairley High School Alumni, resident of Whitehaven and pastor of Christ United Missionary Baptist Church, I am happy to recommend Green Dot Schools for opening an elementary and middle school in this community. My church is located at 929 Raines, in the heart of Whitehaven. I am excited about the opportunities Green Dot has brought to the students of Hillcrest. For many years the school went through changes that were not positive for students or the neighborhoods surrounding the school. Green Dot will work hard to make sure they build partnerships with this community and the leaders to bring a better future to students and parents affiliated with the Whitehaven Community.

I support Green Dot's efforts and I am writing to stand with them as they move forward to bring more quality elementary choices to the children in Memphis

Sincerely,

Percy Hunter

Pastor, Christ Community Baptist Church

929 Raines Rd

Memphis, TN 38116



STATE OF TENNESSEE
Tre Hargett, Secretary of State
 Division of Business Services
 William R. Snodgrass Tower
 312 Rosa L. Parks AVE, 6th FL
 Nashville, TN 37243-1102

Green Dot Public Schools Tennessee
 STE 700
 6075 POPLAR AVE
 MEMPHIS, TN 38119-0100

May 29, 2014

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

SOS Control # :	759433	Formation Locale:	TENNESSEE
Filing Type:	Corporation Non-Profit - Domestic	Date Formed:	05/29/2014
Filing Date:	05/29/2014 3:56 PM	Fiscal Year Close:	6
Status:	Active	Annual Report Due:	10/01/2014
Duration Term:	Perpetual	Image # :	A0238-2024
Public/Mutual Benefit:	Public		
Business County:	SHELBY COUNTY		

Document Receipt

Receipt # 1520961	Filing Fee:	\$104.25
Payment-Credit Card - State Payment Center - CC #: 156511198		\$104.25

Registered Agent Address:
 JEFFREY C. SMITH
 STE 700
 6075 POPLAR AVE
 MEMPHIS, TN 38119-0100

Principal Address:
 STE 700
 6075 POPLAR AVE
 MEMPHIS, TN 38119-0100

Congratulations on the successful filing of your Charter for Green Dot Public Schools Tennessee in the State of Tennessee which is effective on the date shown above. You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee. Visit the TN Department of Revenue website (apps.tn.gov/bizreg) to determine your online tax registration requirements.

You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.

Tre Hargett
 Secretary of State

**CHARTER
OF
GREEN DOT PUBLIC SCHOOLS TENNESSEE**

The undersigned incorporator under the provisions of the Tennessee Nonprofit Corporation Act (the "Act") adopts the following charter for the listed corporation, consistent with the requirements set forth in § 48-52-102:

1. The name of the corporation is:

Green Dot Public Schools Tennessee

2. (a) The name of the initial registered agent, located at the address listed in 2(b), is as follows:

Jeffrey C. Smith.

- (b) The complete address of the corporation's initial registered office in Tennessee is in the County of Shelby and is as follows:

6075 Poplar Avenue, Suite 700
Memphis, Tennessee 38119

3. The fiscal year end of the corporation is June 30.
4. The duration of the corporation is perpetual.
5. The corporation is not for profit.
6. The corporation is a public benefit corporation and is not a religious organization.
7. The corporation will have no members.
8. The name and complete address of the incorporator is as follows:

Jeffrey C. Smith
6075 Poplar Avenue, Suite 700
Memphis, Tennessee 38119

9. The complete address of the corporation's initial principal office is:

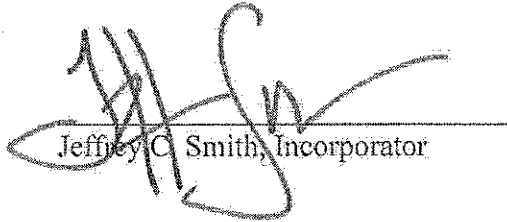
6075 Poplar Avenue, Suite 700
Memphis, Tennessee 38119

10. The governing body of the corporation is its Board of Directors.

11. The purposes for which the corporation is organized are:
 - (a) To establish and operate schools and/or other educational programs and instructional activities to provide students in Tennessee with the knowledge, proficiency and skills needed to promote greater opportunities for educational and academic achievement and advancement, including, but not limited to, promoting the advancement of education and to lessen the burdens of government by managing the development and operation of one or more public charter schools under the Tennessee Public Charter Schools Act of 2002.
 - (b) To engage in any lawful activities which are appropriate to carry out and fulfill any or all of the forgoing purposes.
 - (c) To do any and all things and to exercise any and all powers which a nonprofit corporation may do or exercise under the laws of the state of Tennessee and under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future United States Internal Revenue law.
12. The corporation is organized and operated exclusively for charitable, scientific, literary, and education purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended; no part of the net earnings of the corporation shall inure to the benefit of any private shareholder, member, director, or individual, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered; no substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, except as otherwise provided in Section 501(h) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future United States Internal Revenue law, and the corporation shall not participate in, or intervene in (including publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office.
13. Notwithstanding any other provision of this Charter, the corporation shall not carry on any activity not permitted to be carried on by (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding part of any future United States Internal Revenue law, or (ii) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 or any other corresponding provision of any future United States Internal Revenue law.
14. In the event of dissolution, the residual assets of the corporation shall be turned over to one or more educational organizations which themselves are exempt as organizations described in Sections 501(c)(3) and 170(c)(2) and described in Section 509(a)(1) or (2) of the Internal Revenue Code of 1986, or the corresponding provision of any future United States Internal Revenue law.

15. To the extent allowed by the laws of the State of Tennessee, no director of the corporation (or his or her estate, heirs and personal representatives) shall be liable to the corporation for monetary damages for breach of fiduciary duty as a director of the corporation. Any liability of a director (or his or her estate, heirs and personal representatives) shall be further eliminated or limited to the fullest extent allowed by the laws of the State of Tennessee, as may hereafter be adopted or amended.
16. With respect to claims or liabilities arising out of service as a director of the corporation, the corporation shall indemnify and advance expenses to the present and future director (and his or her estate, heirs and personal representatives) to the fullest extent allowed by laws of the State of Tennessee, both as now in effect and as hereafter adopted or amended.
17. The corporation shall not discriminate on the basis of race, creed, color, sex, national origin, religion, ancestry, disability, need for special education services or any other legally protected status in the administration of its policies, the operation of its programs and any school admissions.

Dated this the 29th day of May, 2014.


Jeffrey C. Smith, Incorporator

CHARTER NONPROFIT CORPORATION (ss-4418)

Page 1 of 2



Division of Business Services
Tre Hargett, Secretary of State
State of Tennessee

312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

Filing Fee: \$100

For Office Use Only

Control # 000759433
FILED: May 29, 2014 3:56PM
DLN # A0238-2024.001
Tre Hargett,
Secretary of State

The undersigned, acting as incorporator(s) of a nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation.

1. The name of the corporation is: Green Dot Public Schools Tennessee

2. Name Consent: (Written Consent for Use of Indistinguishable Name)

☐ This entity name already exists in Tennessee and has received name consent from the existing entity.

3. This company has the additional designation of:

4. The name and complete address of its initial registered agent and office located in the State of Tennessee is:

JEFFREY C. SMITH
STE 700
6075 POPLAR AVE
MEMPHIS, TN 38119-0100
SHELBY COUNTY

5. Fiscal Year Close Month: June

Period of Duration: Perpetual

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:
(none) (Not to exceed 90 days)

7. The corporation is not for profit.

8. Please complete all of the following sentences by checking one of the two boxes in each sentence:

This corporation is a ☒ public benefit corporation / ☐ mutual benefit corporation.

This corporation is a ☐ religious corporation / ☒ not a religious corporation.

This corporation will ☐ have members / ☒ not have members.

9. The complete address of its principal executive office is:

STE 700
6075 POPLAR AVE
MEMPHIS, TN 38119-0100
SHELBY COUNTY

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

CHARTER NONPROFIT CORPORATION (ss-4418)

Page 2 of 2



Division of Business Services
Tre Hargett, Secretary of State
State of Tennessee

312 Rosa L. Parks AVE, 6th FL.
Nashville, TN 37243-1102
(615) 741-2286

Filing Fee: \$100

For Office Use Only

Control # 000759433
FILED: May 29, 2014 3:56PM
DLN # A0238-2024.002
Tre Hargett,
Secretary of State

The name of the corporation is: Green Dot Public Schools Tennessee

10. The complete mailing address of the entity (if different from the principal office) is:

STE 700
6075 POPLAR AVE
MEMPHIS, TN 38119-0100

11. List the name and complete address of each incorporator:

Title	Name	Business Address	City, State, Zip
	Jeffrey C. Smith	6075 POPLAR AVE STE 700	MEMPHIS, TN 38119-0100

12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.)

- ☐ I certify that pursuant to T.C.A. §49-2-611, this nonprofit corporation is exempt from the \$100 filing fee required by T.C.A. §48-51-303(a)(1).
- ☐ This nonprofit corporation is a "school support organization" as defined in T.C.A. §49-2-603(4)(A).
- ☐ This nonprofit corporation is an educational institution as defined in T.C.A. §48-101-502(b).

13. Insert here the provisions regarding the distribution of assets upon dissolution:

In the event of dissolution of the Corporation, all assets will be distributed to another nonprofit organization with a similar purpose.

14. Other Provisions:

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

May 29, 2014 3:56PM
Signature Date


Electronic
Incorporator's Signature

Jeffrey C. Smith
Incorporator's Name (printed or typed)



Tom Leatherwood
Shelby County Register / Archives

As evidenced by the instrument number shown below, this document
has been recorded as a permanent record in the archives of the
Office of the Shelby County Register.

	
14058287	
06/06/2014 - 01:43 PM	
2 PGS	
TAMM 1219757-14058287	
VALUE	0.00
MORTGAGE TAX	0.00
TRANSFER TAX	0.00
RECORDING FEE	5.00
DP FEE	2.00
REGISTER'S FEE	0.00
WALK THRU FEE	2.00
TOTAL AMOUNT	9.00
TOM LEATHERWOOD	
REGISTER OF DEEDS SHELBY COUNTY TENNESSEE	

1075 Mullins Station, Suite W165 ~ Memphis, Tennessee 38134 (901) 222-8100
Website: <http://register.shelby.tn.us> Email: Tom.L Leatherwood@shelbycountyttn.gov
Join us on Facebook

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 15 2015

GREEN DOT PUBLIC SCHOOLS TENNESSEE
4950 FAIRLEY RD
MEMPHIS, TN 38119

Employer Identification Number:
47-0970499
DLN:
17053069312035
Contact Person:
JUSTIN R PALMER ID# 31674
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
May 29, 2014
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

Letter 947

**BYLAWS
OF
GREEN DOT PUBLIC SCHOOLS TENNESSEE**
(a Tennessee nonprofit corporation)

ARTICLE 1. OFFICES

The principal office for the transaction of the activities and affairs of the corporation shall be at such location within the State of Tennessee as the Board of Directors ("Board") shall from time to time designate. The corporation may also have such other offices within the State of Tennessee, or any other place where the Corporation is authorized to do business, as the Board of Directors may from time to time establish.

ARTICLE 2. MEMBERSHIP

The corporation shall have no members.

ARTICLE 3. BOARD OF DIRECTORS

3.1 General Powers

The powers of the corporation shall be exercised, its property controlled and its activities and affairs conducted by or under the directors of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, nonprofit management company, or committee provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board and that such agreement as to management shall comply with the applicable provisions of the Internal Revenue Code and regulations thereunder.

3.2 Authorized Number

The authorized number of Directors shall be not less than three (3) and not more than twenty-five (25). The exact number of authorized Directors shall be fixed within these limits from time to time by the corporation. The exact number of authorized Directors shall be fixed within these limits from time to time by Green Dot Public Schools National, a California nonprofit public benefit corporation ("GDPSN").

3.3 Qualifications

No more than forty-nine percent (49%) of the persons serving on the Board may be interested persons. An interested person is: (a) any person currently being compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as a Director; and (b) any

brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of such a person. The provision of this paragraph, however, shall not affect the validity or enforceability of any transaction entered into by the corporation. Directors may have such other qualifications as the Board may prescribe by amendment to these Bylaws.

3.4 Election of Directors

3.4.1 Designation and Term

GDPSN, acting through its Board of Directors, shall appoint the Directors of the corporation. Each Director appointed by GDPSN shall serve for such term of office as is specified by GDPSN and thereafter until removed or replaced.

3.4.2 Resignation

A Director may resign effective upon giving written notice to the Chair, the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. The Board may fill the pending vacancy before the effective date if the Board provides that the successor does not take office until the effective date. No Director may resign if the corporation would be left without a duly elected Director in charge of its affairs.

3.4.3 Removal of Directors

A Director may be removed by GDPSN with or without cause at any time, or by a majority vote of the Directors then in office with the written consent of GDPSN.

3.4.4 Vacancies

A vacancy or vacancies on the Board shall be deemed to exist in the event of the death, resignation or removal of any Director, or if the Board by resolution declares vacant the office of a Director who has been declared of unsound mind by an order of the court, or who has been convicted of a felony, or who has been found by final order of judgment of any court to have breached a duty under the Tennessee Nonprofit Corporations Act, or if the authorized number of Directors is increased, or if GDPSN fails to designate the authorized number of Directors to be designated by GDPSN.

In the event of any vacancy of the Board, the position of Director may be filled by GDPSN pursuant to Section 3 of this Article 3.4.1. A Director who fills a vacancy shall serve for the unexpired term of his or her predecessor in office.

ARTICLE 4. MEETINGS

4.1 Meetings to be Open.

All meetings of the Board shall be called, noticed and held in compliance with the provisions of the Tennessee Public Charter Schools Act of 2002, and to the extent required therein with applicable provisions of the Tennessee Open Meetings Law. Except as otherwise permitted by those Acts, all meetings of the Board shall be open and public. The Board shall not act at any meeting required to be open to the public vote by secret ballot. Any vote taken in violation of this section shall be null and void.

4.2 Place of Meetings

All meetings of the Board shall be held at the principal office of the corporation or such other place as shall be determined from time to time by resolution of the Board, within or in places outside of Tennessee, or as required by an existing and valid charter between the corporation and an authorizing school district or other appropriate Tennessee legislative body.

4.3 Annual Meeting

The annual meeting of the Board shall be held during the month of December on a date chosen by the President or the Board for the purposes of electing Directors and officers and transacting such business as may properly come before the meeting. If the annual meeting is not held on the date designated therefor, the Board shall cause the meeting to be held as soon thereafter as may be convenient.

4.4 Regular Meetings

Regular meetings of the Board shall be held on such dates and at such times as shall be determined from time to time by resolution of the Board. If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day. At least 72 hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The agenda shall specify the time and location for the regular meeting and shall be posted in a location that is freely accessible to members of the public, or on the corporation's internet web site, if the corporation has one, and at the site of each charter school operated by the corporation. The agenda shall include information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services may be made by a person with a disability who requires modification or accommodation in order to participate in the public meeting. The agenda shall provide an opportunity for members of the public to directly address the Board on any item of interest to the public before or during the Board's consideration of the item, that is within the

authority of the Board. Except as otherwise permitted by the Tennessee Public Charter Schools Act of 2002, no action or discussion shall be undertaken on any item not appearing on the posted agenda.

4.4.1 Presentation to the Board/Agenda Items

Any person may address the Board concerning any item on the agenda prior to action by the Board on such item. Such comments shall be limited to five minutes, unless the Board, at its discretion, votes to shorten or lengthen the time for each speaker. The total time devoted to presentations to the Board on agenda items shall not exceed one-half hour unless additional time is granted by the Board. If the number of persons interested in addressing the Board on an item cannot be accommodated in the time allotted, the Board shall take reasonable steps to allocate time fairly among those supporting or opposing the item.

4.4.2 Presentation to the Board/Non-Agenda Items

Members of the public may address the Board on any item not listed on the Board meeting agenda. Speakers will be limited to three minutes, unless the Board, at its discretion votes to shorten or lengthen the time for each speaker. No more than a total of fifteen minutes shall be devoted to all non-agenda items at regular meetings. The President may disallow a request to address the Board if repetitive of other speakers, or if the speaker seeks to make a presentation that he or another speaker has made at a previous meeting, if it appears that the total allotted time may be exceeded.

Members of the public attempting to make complaints or charges against an employee before the Board in open session will be offered the option to meet with staff to file a complaint under GDPSN's established complaint procedures.

4.4.3 Disturbance of Meetings

In the event that any meeting is interrupted by a group or groups of persons so as to render the orderly conduct of such meeting unfeasible and order cannot be restored by the removal of individuals who are interrupting the meeting, the members of the Board conducting the meeting may order the meeting room cleared and continue in session or may adjourn the meeting and reconvene at another location selected by majority vote of the Board. In such a session, final disposition may be taken only on matters appearing on the agenda. Representatives of the press or other news media, except those participating in the disturbance, shall be allowed to attend any session held pursuant to this section. Nothing in this section shall prohibit the Board from establishing a procedure for readmitting an individual or individuals not responsible for disturbing the orderly conduct of the meeting.

4.4.4 Preparation of the Board Agenda

The Secretary or designee shall be responsible to prepare the agendas for all regular meetings of the Board.

4.4.5 Agenda Distribution

The Board agenda, with supporting information for a regular Board meeting, shall be delivered to Board members at least 72 hours prior to the meeting. The Secretary or designee is responsible for the distribution of Board packets (which include the official agenda and all supporting information to be discussed/acted upon in open session).

In addition to the provisions of agendas, all supporting public information shall be provided to those persons or parties who have requested to be placed upon the Board's mailing list. A reasonable fee may be charged to receive the actual costs of providing the agenda. The agenda shall also be posted for public notice as set forth in Section 4.4.

4.5 Special Meetings

- (1) A special meeting may be called at any time by the Chair of the Board of the corporation or by a majority of the members of the Board by delivering written notice personally, by mail, by fax, or by electronic mail to each member of the Board. Written notice shall be deemed waived in the following circumstances:
 - (a) a Director submits a written waiver of notice with the secretary of the Board at or prior to the time the meeting convenes. A written waiver may be given by telegram, fax, or electronic mail; or
 - (b) a Director is actually present at the time the meeting convenes.

- (2) Notice of a special meeting shall be:
- (a) Posted on the corporation's website. The corporation is not required to post a special meeting notice on its web site if it (i) does not have a web site; (ii) employs fewer than ten full-time equivalent employees; or (iii) does not employ personnel whose duty, as defined by a job description or existing contract, is to maintain or update the web site; and
 - (b) Prominently displayed at the main entrance of the corporation's principal location and the meeting site if it is not held at the corporation's principal location.

Such adequate notice must be delivered or posted, as applicable, at least twenty-four hours before the time of such meeting as specified in the notice.

- (3) The call and notices required under Articles 4.5(1) and 4.5(2) shall specify the time and place of the special meeting and the business to be transacted. Final disposition shall not be taken on any other matter at such meetings by the Board.
- (4) The notices provided in this section may be dispensed with in the event a special meeting is called to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage.

4.6 Emergency Meetings

In the event of an emergency, involving injury or damage to persons or property or the likelihood of such injury or damage, and there is a need for expedited action by the Board to meet the emergency, the Chair of the Board may provide for a meeting site other than the regular meeting site and the notice requirements set forth in these Bylaws shall be suspended during such emergency.

4.7 Quorum

A quorum of the Board for the transaction of business shall be the greater of the majority of the Directors then in office or one-fifth of the authorized Directors.

4.8 Transactions of the Board

An act or decision done or made by the majority vote of the Directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more Directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of Directors.

4.9 Conduct of Meetings

The Chair, or in his or her absence, the Vice-Chair, or in his or her absence, any Director selected by the Directors present, shall preside at meetings of the Board. The Secretary of the corporation or, in the Secretary's absence, any person appointed by the presiding officer, shall act as Secretary and record the minutes of the meeting of the Board.

4.10 Teleconferencing

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconferencing locations and conduct teleconference meetings in a manner that protects the statutory rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconferencing location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. Participation in a meeting through use of teleconferencing pursuant to this section constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call.

For purposes of this Article 4.10, "teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, though either audio or video, or both. Nothing in this section shall prohibit the corporation from providing the public with additional teleconference locations.

4.11 Adjournment

The Board may adjourn any regular, adjourned regular, special, or adjourned special meeting to a time and place specified in the order of adjournment. Less than a quorum may so adjourn from time to time. If all members are absent from any regular or adjourned a regular meeting, the Secretary may declare the meeting adjourned to a stated time and place. He or she shall cause a written notice of the adjournment to be given in the same manner as provided in Article 4.5 for special meetings, unless such notice is waived as provided for special meetings. Whenever any meeting is adjourned a copy of the order or notice of adjournment shall be conspicuously posted immediately after the time of the adjournment on or near the door of the place where the regular, adjourned regular, special, or adjourned special meeting was held and at all teleconferencing locations. When a regular or adjourned regular meeting is adjourned as provided in this section, the resulting adjourned regular meeting is a regular meeting for all purposes. When an order of adjournment of any meeting fails to state the hour at which the adjourned meeting is to be held, it shall be held at the hour specified for regular meetings by resolution.

4.12 Electronic Transmission by the Corporation

Electronic transmission by the corporation shall be valid only for communications:

- (1) delivered by (i) electronic mail when directed to the electronic mail address for that recipient on record with the corporation; (ii) posting on an electronic message board or network that the corporation has designated for those communications, together with a separate notice to the recipient of the posting, which transmission shall be validly delivered upon the later of the posting or delivery of the separate notice thereof, or (iii) other means of electronic transmission;
- (2) to a recipient who has provided an unrevoked consent to the use of those means of transmission for communication; and
- (3) that creates a record that is capable of retention, retrieval, and review, and that may thereafter be rendered into clearly legible tangible form.

ARTICLE 5. BOARD COMMITTEES

5.1 Committees Generally

The Board may appoint standing or special committees for any purpose defined by these Bylaws or determined by the Board. When such committees are composed solely of two (2) or more Directors, the Board may delegate to such committees any of the powers and authority of the Board, except the power and authority to (i) fill vacancies on the Board or in any committee which has the authority of the Board; (ii) fix compensation of the Directors for serving on the Board or on any committee; (iii) amend or repeal these Bylaws or adopt new Bylaws; (iv) amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (v) appoint committees of the Board or the members thereof; (vi) expend corporate funds to support a nominee or applicant for Director; or (vii) approve of any self-dealing transaction except as provided by law. Committees which are composed solely of Directors and to which the powers of the Board are delegated shall have power to act only in intervals between meetings of the Board and shall at all times be subject to the control of the Board. Nothing in this Article 5.1 authorizes the Board or the corporation to take any action that is prohibited by applicable laws or policies, including applicable conflicts of interest laws or policies, or by other provisions of these Bylaws.

5.1.1 Meetings of Committees

All meetings of committees other than a meeting of an advisory committee which is comprised solely of less than a quorum of the Board and which is not a standing committee shall be called, noticed and held in compliance with the rules and regulations for meetings of the Board as set forth in the Article 4 hereof applied as if the committees were acting as the Boards. Subject to the foregoing, the Board or, if the Board does not act, the committees shall establish rules and regulations for meetings of the committees, and the committees shall meet on such dates and at such times as are deemed necessary by the Board or, if the Board does not act, by the committees. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require.

5.1.2 Standing and Special Committee

The Board may authorize standing committees from time to time. Special committees may also be authorized by action of the Board. Any committee composed of persons one or more of whom are not Directors may act solely in an advisory capacity to the Board.

5.1.3 Quorum and Voting

A majority of the members of a committee shall constitute a quorum and any transactions of a committee shall require a majority vote of the members of the committee at a meeting at which a quorum is present.

5.2 Appointment

The members of a committee shall be appointed by a majority vote of the Directors then in office upon the recommendation of the Board's Chair.

5.3 Term of Office

Each member of a standing committee shall serve until the next annual meeting of the Board and until his or her successor is appointed, or until such committee is sooner terminated, or until he or she is removed, resigns, or otherwise ceases to qualify as a member of the committee.

5.4 Vacancies

Vacancies on any committee may be filled for the unexpired portion of the term in accordance with Article 5.2 above.

5.5 Resignation

Any member of any committee may resign at any time by delivering written notice thereof to the President, the Secretary or the chairperson of such committee, or by giving oral or written notice at any meeting of such committee. Any such resignation shall take effect at the time specified therein or, if the time is not specified, upon delivery thereof and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

5.6 Removal of Committee Member

The Board may remove by a majority vote of the Directors then in office any member on any committee with or without cause.

5.7 Compensation

The Directors, including any Director that also serves as an officer of the corporation, shall serve without compensation from the corporation; provided however, that the Directors may receive reimbursement of expenses actually incurred in connection with attending Board of Directors meetings and in accordance with policies adopted by the Board.

ARTICLE 6. OFFICERS

6.1 Number and Title of Officers

The officers of the corporation shall be a Chair, Vice Chair, a President, a Secretary, a Treasurer, and such other officers, with such titles and duties as shall be determined by the Board. Any number of offices may be held by the same person, except that no person serving as the Secretary or the Treasurer may serve concurrently as the Chair, the Vice-Chair, or the President.

6.2 Election of Officers

The officers of the corporation shall be chosen by and serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Officers need not be Directors except that the Chair and the Vice-Chair each must be a Director. Each officer shall hold office until removed or replaced. Officers shall be eligible for re-election without limitation on the numbers of terms they may serve.

6.3 Subordinate Officers

The Board may appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine.

6.4 Removal and Resignation of Officers

Any officer may be removed at any time, with or without cause, by the affirmative vote of majority of the Directors then in office.

Any officer may resign (without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party) at any the time by giving notice to the corporation. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of any resignation shall not be necessary to make it effective. The Board of Directors may fill an impending vacancy provided that the successor does not take office until the effective date of the resignation.

6.5 Vacancies in Offices

A vacancy in any office created by the death, resignation, removal, disqualification, creation of a new office, or any other cause may be filled by the Board of Directors or as provided by these Bylaws for regular election or appointment to that office.

6.6 Chair

The Chair shall be selected from the Directors and shall, if present, preside at all meetings of the Board. The Chair shall exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by these Bylaws.

6.7 Vice-Chair

The Vice-Chair shall be selected from the Directors and shall perform the duties and exercise the authority of the Chair in the event of the Chair's absence. The Vice-Chair shall also perform such other duties as are assigned by the Board.

6.8 President

Subject to the control of the Board, the President shall be the executive director of the corporation and shall have general supervision, direction and control over the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Board, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

6.9 Absence or Disability of the President

In the absence or disability of the President, the President's designee shall perform all the duties of the President, and when so acting shall have all the powers of, and be subject to all the restrictions upon, the President. Such designee shall have such other powers and perform such other duties as from time to time may be prescribed for them respectively by the Board.

6.10 Secretary

The Secretary shall keep or cause to be kept at the principal executive office or at such other place as the Board may direct, a book of minutes of all the meetings and actions of the Board and committees of Directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice given, the names of those present at Director's meetings or committee meetings and the proceedings. The Secretary shall also have the responsibility for authenticating records of the Corporation.

The Secretary shall give, or cause to be given, notice of all meetings of the Board required by these Bylaws or by law to be given. He or she shall have such other powers and perform such other duties as may be prescribed by the Board or by these Bylaws.

6.11 Treasurer

The Treasurer shall keep and maintain, or cause to be maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts or disbursements. The books of account shall at all reasonable times be open to inspection by any Directors.

The Treasurer shall deposit or cause to be deposited all monies or other valuables in the name and to the credit of the corporation with such depositories as may be designated by the Board and shall have the authority to execute and affix the endorsement of the corporation upon any negotiable instruments for the purpose of making any such deposit. He or she shall render to the Board, whenever it requests it, an account of all of his or her transactions as Treasurer and of the financial condition of the corporation and shall have such other powers and perform such other duties as may be prescribed by the Board or these Bylaws.

6.12 Approval of Compensation

The Board or an authorized committee of the Board shall review and approve the compensation, including benefits, of the President to assure that it is just and reasonable. The review and approval shall occur initially upon the hiring of the officer, whenever the term of employment if any, of the officer if renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

ARTICLE 7. CORPORATE RECORDS AND REPORTS

7.1 Public Records Requirements

The corporation shall comply with the public record requirements as set forth in the Tennessee Public Charter Schools Act of 2002

7.2 Corporate Records

The corporation shall keep adequate and correct records of accounts and minutes of the proceedings of its Board and committees of the Board. The minutes shall be kept in written form. Other books and records shall be kept in either written form or in any other form capable of being converted into written form.

7.3 Inspection

Each Director shall have the absolute right to inspect at any reasonable time all books, records and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. Any inspection by a Director may be made in person or by an agent or attorney and the right of inspection includes the right to copy and make extras of documents

7.4 Annual Report

The Board shall cause an annual report to be sent to each Director not later than one hundred twenty (120) days after the close of the corporation's fiscal year. That report shall contain in appropriate detail the following:

- (1) the assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (2) the principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (3) the revenue or receipt of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year; and
- (4) the expenses or disbursement of the corporation for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer or the corporation that such statements were prepared without audit from the books and records of the corporation

This requirement of an annual report shall not apply if the corporation receives less than \$25,000 in gross revenues or receipts during the fiscal year; provided, however, that a report with the information required for the inclusion in an annual report must be furnished annually to all Directors.

ARTICLE 8. INTERESTS OF DIRECTORS AND OFFICERS

8.1 Compensation

Directors who receive any compensation for services in any capacity, directly or indirectly, from the corporation may not vote on matters pertaining to that Director's compensation.

8.2 Conflict of Interest

Directors and officers shall disclose to the Board all material facts pertaining to any financial interest which the Director or officer directly or indirectly has in any person or entity which is a party to a transaction under consideration by the Board. The interested Director or officer shall abstain from voting on the transaction.

8.3 Review of Certain Transactions

Prior to entering into any compensation agreement, contract for goods or services, or any other transaction with any person who is in a position to exercise influence over the affairs of the corporation, the Board shall establish that the proposed transaction is reasonable when compared with a similarly-situated organization for functionally comparable positions, goods or services rendered.

ARTICLE 9. ADMINISTRATIVE AND FINANCIAL PROVISIONS

9.1 Loans

No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board. Such authority may be general or confined to specific instances.

9.2 Loans or Extensions of Credit to Officers and Directors

No loans shall be made and no credit shall be extended by the corporation to its officers or Directors.

9.3 Checks, Drafts, Etc.

All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, or agent or agents, of the corporation and in such manner as is from time to time determined by resolution of the Board.

9.4 Accounting Year

Unless a different accounting year is at any time selected by the Board, the accounting year of the corporation shall be on the last day of June in each year.

9.5 Rules of Procedure

The rules of procedure at meetings of the Board and committees of the Board shall be rules contained in Roberts' Rules of Order on Parliamentary Procedure, Newly Revised, so far as applicable and when not inconsistent with these Bylaws, the Articles of Incorporation or any resolution of the Board.

9.6 Distribution of Assets Upon Dissolution of this Corporation

All the property and assets of this corporation are irrevocably dedicated to the charitable and educational purposes described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). Upon dissolution, winding up or abandonment of the corporation, its residual assets remaining after payment, or provisions for payment, of all debts and liabilities shall be distributed as set forth in the Charter.

Notwithstanding the foregoing, any public school funds of the corporation that have been provided pursuant to the Tennessee Public Charter Schools Act of 2002 must be returned to the state or local account from which the public funds originated. In addition, assets, if any, which are not subject to attachment, execution or sale for the corporation's debt and liabilities may be distributed pursuant to the following provisions even though all debts and liabilities have not been paid or adequately provided for:

- (1) Assets held upon a valid condition requiring return, transfer, or conveyance, which condition has occurred or will occur by reason of the dissolution, shall be returned, transferred, or conveyed in accordance with the condition.
- (2) Except as provided in subsection (1) above, assets held under a trust shall be disposed of in compliance with the provisions of the trust.

ARTICLE 10. AMENDMENTS

These Bylaws may be altered, amended, or repealed and new Bylaws may be adopted by the Board, but only with the written consent of GDPSN. During any period that the corporation is operating a charter school pursuant to a charter agreement, these Bylaws may not be amended in a manner that materially alters the charter agreement, without the consent of the authorizing school district or other Tennessee legislative body, if such consent is required under the charter agreement.

ARTICLE 11. DISSOLUTION OR SUSPENSION OF GDPSN

If GDPSN is dissolved or if GDPSN is suspended and such suspension continues for more than one year, thereafter all rights and powers of GDPSN under these Bylaws shall be exercised by the Board, and any action that would otherwise require approval of GDPSN shall require only approval of the Board.

Certificate of Secretary

The undersigned Secretary of Green Dot Public Schools Tennessee ("Corporation"), a Tennessee nonprofit corporation, certifies that the foregoing Bylaws were duly adopted by a majority vote of the members of the Board then in office at a meeting of the Board duly called and held on June 23, 2014 in compliance with the Bylaws of the Corporation at which a quorum of the Board was present and acting throughout the meeting.

Date: 6/24/14

Signature: Tom Marino
Board Secretary

**Green Dot Public School
CODE OF ETHICS
FOR SCHOOL DIRECTORS, OFFICERS, AND EMPLOYEES**

The Board of Directors recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school Board of Directors and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals.

Therefore, every officer and employee of the school, whether paid or unpaid, including the Board of Directors, shall adhere to the following code of conduct:

1. **Gifts:** An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. **Confidential information:** An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. **Representation before the Board:** An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. **Representation before the Board for a contingent fee:** An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. **Disclosure of interest in matters before the Board:** A member of the Board of Directors and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.

6. **Investments in conflict with official duties:** An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. **Private employment:** An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. **Future employment:** An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Executive Director shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office of employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

CONFLICTS OF INTEREST POLICY

GREEN DOT PUBLIC SCHOOLS TENNESSEE

Article I Purpose

The purpose of the conflict of interest policy is to protect Green Dot Public Schools Tennessee's ("GDPST") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the GDPST or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person. If a person is an interested person with respect to any entity in which the organization is a part, he or she is an interested person with respect to all entities.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. an ownership or investment interest in any entity with which the GDPST has a transaction or arrangement;
- b. a compensation arrangement with the GDPST or with any entity or individual with which the GDPST has a transaction or arrangement; or
- c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the GDPST is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether GDPST can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in GDPST's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from GDPST for services is precluded from voting on matters pertaining to that member's compensation.

- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from GDPST for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from GDPST, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. has received a copy of the conflicts of interest policy;
- b. has read and understands the policy;
- c. has agreed to comply with the policy; and
- d. understands that GDPST is non-profit and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

To ensure that GDPST operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining; and
- b. whether partnerships, joint ventures, and arrangements with management organizations conform to GDPST's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, GDPST may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

AMERTICE ALLEN

10222 Spruce Grove Lane, Cordova, TN 38016 ~ Mobile: 901-240-3138 ~ amertice.allen@stjude.org

PROFESSIONAL SUMMARY

Exceptional leader, talented at relationship building and multi-tasking. Drive for results, self-motivated, goal oriented, and mission driven.

SKILLS

- Fundraising
- Team leadership
- Conflict resolution
- Motivator
- Staff development
- Change management
- Customer Service and Sales
- Strong verbal and written communication

WORK HISTORY

Sr. Director ~ Enterprise Contact Center, Outsourced Operations, 10/2012 to Current

ALSAC St. Jude Children's Research Hospital – Memphis, TN

- Work directly with internal marketing division, leadership, frontline management, frontline staff, donors/customers, and vendors to achieve organization revenue goals and strategic initiatives.
- Collaborate with Donor Care leaders to ensure Division goals are achieved, and outstanding donor experiences are maintained.
- Fulfill staffing needs, reinforce policy, and establish performance standards and goals.
- Coach, counsel, and mentor staff.
- Use telemarketing knowledge with sales, customer service, and fulfillment to assist in fundraising efforts.
- Work with budget team to establish new fiscal year budgets, and maintain the allowable cost ratio.

Associate Director ~ Donor Account Processes, 03/2010 to 10/2012

ALSAC St. Jude Children's Research Hospital – Memphis, TN

- Supported 35-45 employees with processing needs for the enterprise.
- Ensured SLAs were met or exceeded by having timely, accurate, and detailed processing of donations and account updates.
- Maintained relationships with external vendors and ensured contractual agreements were adhered.
- Organized and facilitated employee morale activities.
- Facilitated management and customer alignment meetings.

Representative, Sr. Program Supervisor, Assoc Director, Director, 04/2002 to 02/2010

ALSAC St. Jude Children's Research Hospital – Memphis, TN

- Made calls to potential St. Jude supporters for fundraising initiatives.
- Supervised frontline call center staff.
- Led the management team that supported 80-100 employees with telemarketing and fulfillment services while overseeing operational needs of fully staffed call center.
- Training and development of employees.
- Conducted hospital tours, spoke at St. Jude fundraising events, attended check presentations.
- Collaborated with internal marketing team to create needed program collateral for grassroots fundraising.
- Ensured ALSAC and call center standards were adhered, and revenue goals achieved.

Inpatient Exercise Specialist, 08/1996 to 08/1998

Baptist Rehabilitation Germantown Hospital – Germantown, TN

- Instructed arthritic, cancer, diabetic, HIV, orthopedic, and stroke patients on appropriate strengthening and conditioning exercise techniques.
- Conducted aquatic therapy for inpatients.
- Led lower extremity exercise sessions, assisted with gait training, and oriented new employees on the use of

continuing passive movement equipment.

- Attachment E6: Board Member Resumes
Worked with interdisciplinary team to ensure patients progressed, and documented therapy hours.

EDUCATION

Master of Public Health: Public Health (Gerontology concentration), 2000

University of Tennessee Knoxville - Knoxville, TN

Recipient of Graduate Fellowship for the Public Health Program

Field Practice with The Tennessee Commission on Aging in Nashville, TN (Summer 2000)

Bachelor of Science: Exercise Science, 1996

University of Tennessee Knoxville - Knoxville, TN

Major in Kinesiology and minor in Psychology

ACCOMPLISHMENTS

Leadership Memphis Executive Program 2017

Completed ALSAC JET (Junior Executive Training) Leadership & Talent Development Program (January 2014)

Prosci Change Management Certification (July 2013)

Completed ALSAC Leadership and Training Development Program (April 2009)

ADDITIONAL INFORMATION

Alpha Kappa Alpha Sorority, Inc.

Trustee at New Wrights Chapel Church

Green Dot Board Member - Memphis

Blanche B. Deaderick
4719 Mint Drive
Memphis, Tennessee 38117
901-682-4440
bdeaderick@bellsouth.net

A. Teaching Experience:

Memphis Technical High School: American and World History, 1967-68
St. Gabriel School, Iberville Parish, Louisiana: 7th grade English, Spelling, and Science, 1969
Germantown High School: Psychology, English, French, American Government, American History, World History, Sociology, Advanced Placement European History, Advanced Placement Psychology, and Facing History and Ourselves 1969-2006
Sacred Heart Catholic School, Baton Rouge, Louisiana: 7th grade English and Spelling 1975-76
Christian Brothers College: Social Studies Methods, 1984-85
University level education students
Tennessee Governor's School for International Studies:
Program for gifted Tennessee high school students
International Issues Teacher, 1986-present
Director of Faculty and Curriculum, 1987-1997
Assistant Director, 1997-present
Facing History and Ourselves: classroom teacher and teacher trainer

B. Academic Background:

Randolph Macon Woman's College 1961-1962
Rhodes College Bachelor of Arts in History 1962-1965
Eurocentro (Florence, Italy) Italian Studies 1964
Memphis State University Master of Arts in History 1968
Subsequent course work in Psychology, Sociology, and Education
John Clarke Academy Studies in British Culture 1988
Mediation of Business, Family, and Civil Disputes Certification 1996
Facing History and Ourselves 2000-2006

C. Professional Association Memberships:

National Educational Association: member since 1967
Tennessee Education Association: delegate to Representative Assembly
Shelby County Education Association: Faculty Representative, 1977-79, 1981, 82, 84, 85, 86; Secretary, 1982; Board of Directors, 1981-83
West Tennessee Education Association: Social Studies Chair
National Council for Social Studies: member since 1981
Tennessee Council for the Social Studies: member since 1976; board member
Greater Memphis Council for the Social Studies: Board of Directors, 1978-present; President, 1982-83; 1985-86
Delta Kappa Gamma Society International: member since 1981; Program Chairman, First Vice-President, President, Member of Tennessee Legislature Development Committee; Chair Coordinating Council for Memphis chapters, 1993-95
Phi Alpha Theta
World History Association
Teachers of Psychology in Secondary Schools
Mediation Association of Tennessee and Memphis

D. Professional Leadership Development Activities:

Mid South History Conference: co-founder
Teacher Education Program, University of Memphis, Advisory Committee 1980s
Tennessee Social Studies Curriculum Framework Committee 1983-84
SACS Social Studies Chair; SACS Philosophy and Goals Chair 1984, 1994
GHS--Public Relations and Teacher Relations Chair, 1993; **Blue Ribbon Schools Committee**, 1995; **School Improvement Program Committee Chair**, 1999; Faculty **Advisor:** Mid South Model United Nations, 1981-2006; History Club, 1980-2006; National Honor Society, 1985-2006; Global Studies Seminar, 1990-2006; Quiz'em On The Air, early 1970s; Judge, Cable Quiz, 1992-2006; Peer Mediation advisor, 1997-2006; **Crisis Response Team member; Department Chair**, 1992-2006
Southern Center for International Studies Conference, Tennessee Delegate 1993
National Governor's Schools Conference Delegate 1989, 1995
National Council for the Social Studies Conference Delegate 1994, 1995, 1999
Facing History and Ourselves National Teacher Leadership Team 2006
Led Workshops and Training Sessions in the following areas:
 "Preparing a Portfolio for Career Ladder" - Shelby County Schools 1984
 "CERA in Tennessee" - St. Thomas College, CBU 1984
 "Kohlberg's Theories of Moral Development" - Shelby County Schools 1981
 "Conflict Resolution" - Delta Kappa Gamma (Beta Iota Chapter, 1985, 1990, 1992, 1994; State, 1985); Facing History and Ourselves, 1994
 "Leadership Development" - Germantown Community, 1993
 "Teaching About the Middle East" - TCSS, 1994; NCSS, 1995
 "International Population Issues" - Memphis Planned Parenthood, 1992; Shelby County Schools, 1994
 "Youth Leadership Development" - Memphis Rotary Youth Leadership Conference " - 1992-1997; Taos, New Mexico-1990; Memphis Bridge Builders-1997
 "Teaching About the Soviet Union" - TCSS, 1994
 "Teaching About Islam and the Middle East" - Arab American Affairs Conference, 1989
 "Leadership and Conflict Resolution" - Germantown High School, 1990, 1995
 "Conflict Resolution" for Germantown Police Dep't, 1997
 "Reducing Conflict in the Schools" Germantown High, 1999
 "Myers-Briggs Personality Indicators" Memphis Arts Council, 1998
 Governor's School Faculty, 1994, 95, 96, 98
 "Governor's School Resident Advisor Training" 1997-2006
 "Peer Mediators Training" Germantown High School, 1996, 1999
 "Facing History and Ourselves"-various topics 2000-2007
 "Moving from Reflection to Action" Statewide student conference 2002-2006
Testified before United States Senate Education Committee on Establishment of American History National Seminars 2003
E. Memberships-Philanthropic and Civic
Rhodes College Alumni Association/ member and co-chairman of 20th, 30th, 35th Reunions
Village Civic Association/ secretary 1979-80; treasurer 1981-86
Idlewild Presbyterian Church/ Sunday School Teacher, Vacation Bible School Teacher, Small Group Leaders Trainer 1986-2006
Junior League of Memphis/ Provisional Chairman 1983-84; planned course which Introduced women to all aspects of the community to heighten their awareness Problems needing solutions.
Volunteer Service Bureau/ Board Member 1967-69; early effort to coordinate

volunteer opportunities in community

Rameses Exhibition Volunteer 1989; coordinated volunteers one day a week for the duration of the exhibition

Planned Parenthood Association of Memphis/ Board Member 1983-84; Vice-president-- Planning (1985-87); Treasurer 1987-91; had responsibility for budget of 1.5 million dollars

Leadership Memphis Education Day Chair 1993; introduced leadership class members to the state of education in our community today, with the hope that they would take these ideas back to their respective arenas and work to effect needed change

Goals for Memphis Science and Math Task Force Facilitator 1993; worked with Education 2000 and community volunteers to address problems in science and math education

Minority Business Mentoring Program Facilitator/ 1994

Bridge Builders Forum Speakers Series Co-chair/ 1994; **Board of Directors/**1995: Bridge Builders trains youth in conflict reduction, leadership, and community building; **Bridge Builders Leadership Workshop** for students--1997

Reading in the Mall Conference Organizer/1995: This is a program sponsored by the Commercial Appeal and Delta Kappa Gamma to promote reading.

Frances Wright Retrospective/1995: Co-organized this focus on a pioneering woman **Women's Foundation of Greater Memphis** Grant Committee Member/1998

Memphis Arts Council Fund raising Committee/1995,96,97,98,99,2000

Pecan Grove Homeowners Association / president 2016,2018

Tennessee Shakespeare Company/ board member, secretary 2008-2018

Green Dot Public Schools Board member/2015-2018

F. Awards and Other Recognitions of Teaching:

Career Level III Teacher 1985 to present

Teacher of the Year for Germantown High School 1988-89

Tennessee Social Studies Council Outstanding Teacher 1988

Leadership Memphis Class 1991

Memphis Partners "Thanks to Teachers" Nominee 1993

Germantown High School Heart Person 1994

SCEA E. Harper Johnson Human Relations Award 1995

Shelby County Teacher of the Year 1995

Germantown Community Teacher of the Year 2000

Tennessee Social Studies Council Outstanding Teacher 2001

Wal-Mart Teacher of the Year 2006

G. Other School Duties:

Social Studies Department Head-1992-2006

Chair for the Department Chair group at Germantown High-2001-2006

Sponsor: National Honor Society-1978-2006; Model United Nations-1976-2006;

History Club-1970-2002; Global Studies Seminar--after school enrichment;

Peer Mediators at Germantown High

Mentor for new teachers

Coordinator of Social Studies Team/GHS Election Coverage

Past responsibilities--newspaper, SGA, facilitator for group of troubled teens

Edward F. Nenon, Jr.

4228 Belle Meade Cove ■ Memphis, Tennessee 38117 ■ Mobile: 901-634-5055 ■ Email: enenon@gmail.com

Experience

SSM PARTNERS, Memphis, TN**Vice President***December 2015 to Present***Associate***November 2011 to December 2015*

- Source, evaluate, execute, monitor, and exit investments for a growth-oriented private equity fund
- Coordinate and serve as point of initial internal review for over 1,000 opportunities primarily within SSM's three core industries: software & technology, and healthcare IT & services, and internet & consumer
 - Due diligence review includes sales and marketing, operations, finance, technology, management, industry, and legal
- Perform and organize detailed due diligence on potential investments and follow-on investments
 - Completed eight new platform investments representing over \$300 million in enterprise value
 - Build financial models, conduct industry and customer calls, negotiate transaction and legal documents
- Participate in all aspects of portfolio management, including hiring, strategy, financing, M&A, and exit planning
 - Board roles at five of SSM's portfolio investments: Apixio, GoNoodle, New Era Portfolio, Novu, and RemitDATA
- Sourced over 170 investment opportunities (31 of which were graded 'A') from personal networking efforts
- Develop and maintain relationships with executive, finance, and industry leaders
- Lead several internal operational initiatives, including new portfolio review system and assorted marketing initiatives

MORGAN KEEGAN & COMPANY, Memphis, TN**Investment Banking Associate***January 2011 to November 2011***Investment Banking Analyst***January 2008 to January 2011*

- Assist in all aspects of various types of engagements, including mergers, acquisitions, and divestitures; public and private equity and debt capital raises; and fairness opinions
- Create detailed, dynamic financial models and valuation analyses
 - Produce detailed comparable company analyses, comparable transaction analyses, operating models with synergy analyses, WACC analyses, DCF analyses, LBO analyses, and accretion-dilution analyses
- Completed 23 engagements with an aggregate value of over \$5.5 billion for a diverse set of clients across a variety of industries, including Energy Exploration and Production, Industrials, Oilfield Services, Security & Defense, and Transportation
- Selected as the sole junior member of Project Alpha, the attempted management buyout of Morgan Keegan
- Other representative engagement experience:

– EF Johnson Technologies, Inc.	Sell-Side Advisory (Divestiture)	Security & Defense	N/A
– GTCR Golder Rauner	Buy-Side Advisory	Security & Defense	\$830mm
– Securitas Direct AB (EQT Partners)	Sell-Side Advisory	Security & Defense	\$3,440mm

Fixed Income Research Intern, Fixed Income Banking Intern*October 2006 to December 2007*

- Developed an automated reporting program in Excel that, using VBA and SQL, dynamically interfaced with the proprietary eFolio system for Morgan Keegan's Depository Institution Interest Rate Risk consulting business
- Gained exposure to and knowledge of advanced fixed income security modeling and analysis

J&A MECHANICAL, Memphis, TN*June 2001 to August 2006*

- Assumed increasing levels of responsibility in various departments concurrent with studies

Education

UNIVERSITY OF MEMPHIS, Memphis, TN*December 2007***B.B.A. in Business Finance, Minor in Mathematics**

- Cum Laude Graduate, Business GPA: 3.7/4.0

Additional Information

- Highly proficient computer user
 - Languages: Visual Basic For Applications (VBA), C++, SAS, SQL (all intermediate proficiency)
 - Programs/Databases: Microsoft Office, Datafox, CapitalIQ, Bloomberg, Dealogic, FactSet, Thomson ONE
- Series 7 and 63 licensed *March 2009 to November 2011*
- Memphis University School – Alumni Board and Class of 2003 Representative *August 2008 to Present*
- Interests: cooking, tennis, Pickwick Lake, amateur handyman

Larry Neal, Jr.

Larry.neal@iberiabank.com – (901) 463-5610 – 3776 Northwood Dr. – Memphis, TN 38111

WORK EXPERIENCE

IberiaBank, Memphis, TN

June 2015 - present

IberiaBank is a \$20 Billion commercial and retail bank serving middle market and emerging growth companies throughout the southeast and surrounding states.

Vice President, Business Banking

Nov. 2016 – present

- Work with over 100 for-profit, non-profit, and individual clients to determine appropriate credit facilities for working capital needs, property purchases and improvements, other business needs, and depository accounts
- Manage a portfolio of over \$20MM in loan commitments and \$10MM in deposits

Assistant Vice President, Commercial Loan Portfolio Manager

June 2015 – Nov. 2016

- Support two client managers with a combined loan portfolio in excess of \$200MM in client relationship duties
- Oversee credit memorandum preparation and approval process for credit structures
- Performing financial and cash flow analysis, covenant and loan structuring, term sheet preparation, and loan documentation preparation and review for transactions ranging from less than \$250K to greater than \$30M
- Prepare and present new and increased credits for review with senior bankers and senior risk officers as needed
- Attend client and prospect meetings with Client Manager to perform company due diligence

Atlantic Capital Bank, Atlanta, GA

2010 – May 2015

Atlantic Capital Bank is a \$1.4 Billion commercial bank serving middle market and emerging growth companies throughout the Atlanta, GA metropolitan region and surrounding states.

Assistant Vice President, Corporate Credit Officer

- Granted loan authority of up to \$2MM in November 2014
- Served in both underwriter and portfolio manager capacity for five client managers and a commercial portfolio of close to \$250M under one senior risk officer primarily for asset-based lines of credit, owner-occupied real estate term loans, and equipment term loans
- Prepared credit memorandums, periodic reviews, and credit files according to bank credit policy. Prepare and present new and increased credits for Management Credit Committee once a month
- Attended client and prospect meetings with Client Manager to perform company due diligence
- Served as bank's appraisal coordinator for three years, coordinating appraisal bid and review process with third party appraisal firms while adhering to FIRREA regulations
- Initiated a series of lunch-and-learns beginning in December 2014 to expose all interested employees to different functions and roles within the bank and to foster understanding of organizational interconnectedness
- Proficient in Moody's Risk Analyst, Fiserv EasyLender, Fiserv Navigator, MS Excel, Word, and Powerpoint, and experience in IntraLinks, Syndtrak, and Misys LoanIQ

The Intown Academy, Atlanta, GA

2009- May 2015

The Intown Academy was a K-8 public charter school authorized by Atlanta Public Schools that served 355 students, over 85% of whom qualify for free or reduced lunch.

Board Chair, The Intown Academy Board of Directors

- Became Board Chair in August 2013 after serving as Vice Chair, Assistant Treasurer, and committee member
- Leader for Board of Directors charged with setting vision and mission of organization, acting as a steward over \$3mm+ and \$4mm+ budgets, and monitoring adherence to charter with the goal of raising student achievement
- Reformed board governance practices to stabilize the school environment, resulting in decreased teacher and student attrition and increased enrollment from 2013-2014 to 2014-2015 school years
- Negotiated amicable end to Education Management Organization contract, saving \$180K+ in 2014-15
- Maintained and developed relationships with school and community partners

New England Financial, Atlanta, GA

2009 – 2010

Financial Advisor

- Attained Series 7, 6, 63 and 65 securities licenses and life, health, and variable products licenses in Georgia
- Designed and implemented insurance and investment strategies for individuals and businesses based on client needs and goals while working jointly with experienced producers
- Prospected and solicited individual and business clients for financial services through new and existing networks
- Guided clients through wealth building process by assessing financial decisions on a scheduled basis

Larry Neal, Jr.

Larry.neal@iberiabank.com – (901) 463-5610 – 3776 Northwood Dr. – Memphis, TN 38111

Teach for America/ Lakeside High School, Lake Village, AR

2006 – 2008

Licensed Algebra 1 and Algebra 2 Teacher, Basketball and Baseball Assistant Coach

- Selected as one of 2,400 of 18,968 applicants to serve in nationwide service corps committed to teaching in low-income communities for a two years
- Created an ambitious vision and goal-setting plan for each student to reach proficiency in tested subject areas
- Collaborated with fellow teachers on best teaching practices to enhance classroom achievement
- Tracked student mastery of state standards to monitor teaching effectiveness and assess student progress

21st Century Community Learning Center, Lake Village, AR

2007 – 2008

Program Director and Math Tutor

- Selected by Principal in second year of teaching to launch and design after-school tutoring and enrichment program for Lakeside High School students after school received \$150,000 federal grant
- Recruited, scheduled, and supervised 8 teachers and 10% of student body participating in after-school tutoring and enrichment activities three days a week

EDUCATION AND COLLEGE LEADERSHIP

University of Georgia, Athens, GA

May 2006

Bachelor of Business Administration in Finance, Minor in Spanish

GPA: 3.39

University of Valencia, Valencia, Spain

Summer 2004

Study Abroad UGA en Espana

Kappa Alpha Order, Gamma Chapter

Initiated Fall 2002

Number III Recording Secretary, Philanthropy Committee Chair, IFC Delegate

Interfraternity Council

2003 – 2006

Vice-President for Recruitment, Philanthropy Committee, Delegate

Bethel Midtown Village Tutoring Program, Athens, GA

2003 – 2005

Co-founder, Communications Director

ORGANIZATIONS AND ACTIVITIES

Memphians for Educational Equity Co-Founder

2015 - Present

New Memphis Institute Fellows Program S16

2015-2016

- Fellows Advisory Board member and Exemplar Award recipient

Christ United Methodist Church, Member

2015 - Present

The Intown Academy Board of Directors

2010-2015

Young Professionals for Educational Equity member - Atlanta

2012-2015

Trinity House – Big Bethel Honorary Board Member

2014-2015

Excelsior Scholarship Award Selection Committee

2011 – 2013

St. Jude Marathon/ Half Marathon Hero

2011/2014/2015

MATT THIRY

731 Fillmore Street, San Francisco, CA 94117 • (650) 430-5157 • mdthiry@gmail.com

Education

STANFORD GRADUATE SCHOOL OF BUSINESS

Stanford, CA

Master of Business Administration

2015-17

- Arbuckle Leadership Fellow; Certificate in Social Innovation; Co-Chair of Social Committee
- Independent Research: The Impact of MACRA on Hospital Systems (sponsored by Rob Chess, Lecturer)

STANFORD UNIVERSITY

Stanford, CA

B.A., Political Science

2006-10

- Selected to Executive Cabinet and US Delegation for the Stanford US-Russia Forum

Experience

COLLECTIVE HEALTH

San Mateo, CA

Product Marketing Intern

Summer 2016

- Informed 2017 product planning strategy through analysis of opportunities in the care management space based on research into more than 75 existing players; presented assessment to senior leadership
- Worked closely with designers and product managers to build potential solutions for new core product feature expected to drive significant new customer growth

MEDTRONIC

Minneapolis, MN

Summer Associate, Corporate Development

Summer 2015

- Member of four-person team for \$3.5B technology acquisition, ultimately rejected based on price; analyzed leverage of competing bidders, contributed to development of Board presentation
- Supported evaluation of minority investment in emerging market private equity fund; identified \$100M incremental sales opportunity for Medtronic products and services beyond expected fund return

MEMPHIS GRIZZLIES

Memphis, TN

Special Assistant to the President, Strategy & Analytics

2014-15

- Created and led analytics team of five people that advised senior leadership on revenue-driving initiatives; incremental revenue contributed by team estimated to be \$10M in first 12 months
- Managed project to re-design luxury suites in the arena; developed strategic rationale, built financial model, and completed remodel on time and on budget through oversight of arena operations team

NATIONAL BASKETBALL ASSOCIATION

New York, NY

Senior Manager, Strategy & Analytics

2012-14

- Led implementation of 500 randomized tests of digital ads across five NBA teams that discovered ~\$200K opportunity per team; presented insights to 100+ Directors/VPs at NBA's annual meeting
- Identified inconsistencies between ticket prices and demand; collaborated with seven teams to adjust pricing based on projections of game values, leading to 10% gains in market share versus resale market

BAIN & COMPANY

Los Angeles, CA

Associate Consultant

2010-12

- Identified outdated rules for Utility Co. and collaborated with Director and ten-member team to develop internal and external communications strategies to change policy; realized \$34M in annual savings
- Projected marketing spend for primary competitor in high-profile tech space and presented findings to VP of Finance at Tech Co.; analysis directly informed allocation of \$500M+ of marketing spend

Additional

- **International Work** – **Narayana Health** Bangalore, India (Summer 2016): Developed diabetes prescription management algorithm for mobile app to improve speed and accuracy of care in hospitals
- **Community Leadership** – **Green Dot Public Schools Tennessee** Memphis (2014-present): Board Member and Budget Committee representative; help guide organization's transformation of TN schools
- **Community Leadership** – **Stanford Athletics Buck/Cardinal Club** Stanford (2017-present): Board Member for the athletic department's fundraising arm
- **Community Leadership** – **Boy Scouts of America** Memphis & NYC (2012-present): Founder of troop at Grizzlies Prep Charter School; served as Council Member in Memphis and Asst. Scoutmaster in NYC
- **Other:** Eagle Scout, traveler (toured 30+ countries on five continents), basketball and tennis player

Pamela Egwuekwe

Permanent: 5274 Autumn Forrest Dr. *Memphis, TN 3812 **Phone:** (901) 484-4199

* **Email:** peoakland@gmail.com

Profile

Seeking position as an elementary school teacher (K-6). Enthusiastic individual desiring to utilize my skills in a manner that will promote academic achievement, and personal growth of my students.

Education

Union University, Jackson, TN

Masters of Arts in Education, December 2015

North Carolina Central University, Durham, NC

Bachelor of Arts in Political Science, December 1997

Philosophy of Education

Students have the right to an education that allows them to become productive members of society. As a teacher I believe it is my job to challenge inspire students to reach their goals. Every student can learn. Every student should be able to have the opportunity to learn in a style that best suits them, and that makes them feel accomplished and capable.

Professional Experience

Program Manager, Code Crew, July 2018- Present

Organizing programs and activities in accordance with the mission and goals of the organization. Developing new programs to support the strategic direction of the organization

Second Grade Teacher, November 2017- May 2018

Frayser/Georgian Hills Achievement School

Responsible for implementing district designed curriculum and the daily running of a combined classroom

Kindergarten Teacher, July 2017- October 2017

Peabody Elementary School, Memphis TN

Responsible for implementing district designed curriculum and the daily running of the classroom.

Kindergarten Teacher, 2014 – 2017

Frayser Achievement Elementary School, Memphis TN

Responsible for implementing district designed curriculum and the daily running of the classroom.

Site Coordinator, Summer 2015

Children Defense Fund Freedom School, Frayser, TN

Duties included the managing a staff of fifteen teachers and overseeing the daily operations of a full day, eight week summer reading and

Pamela Egwuekwe

Permanent: 5274 Autumn Forrest Dr. *Memphis, TN 3812 **Phone:** (901) 484-4199

* **Email:** peoakland@gmail.com

enrichment program. Responsible for review lesson plans, teacher coaching, providing feedback, and coordinating field trips.

Reading Interventionist, March 2014 – May 2014

Frayser Achievement Elementary School, Frayser, TN

Provided academic support to students K-2 endangered of failing in reading. Responsible for reviewing student data and implementing activities that would aid in bringing students out of possible retention status.

Pre-K Teacher Assistant, September 2006 – May 2012

Peabody Elementary School, Memphis TN

Assisted teacher with the daily operations of the classroom. Responsible for ten students during the reading and math rotations.

After School Program Director, January 2002 – May 2004

Red Robin's Academy of Learning, Memphis TN

Coordinating tutoring and homework assistance for multi-age students. Organizing games, activities and community service opportunities for after school students.

Pre-K Co-Teacher, September 1998- January 2001

Piedy Bear Child Care Center; Bright Horizons Corporate Family Solutions, Atlanta GA

Assisted teacher with the daily operations of the classroom. Responsible for ten students during the reading and math rotations.

Site Coordinator, September 1992- December 1995

Project Primer, Oakland CA

Organized and taught year around afterschool science and math classes for students grader 3-5 for economically disadvantage student. Managed a site staff of three teachers reviewed lesson plans, provided feedback Organized parent math and science lab in order for parents to provide support for students.

Affiliation/Organizations

Stand for Children, Sustaining member. Memphis Chapter President 2008 -2010

Delta Sigma Theta Sorority Incorporated, International public service organization

References

Bobby Edwards

Director of Community Inclusion and External Relations

Pamela Egwuekwe

Permanent: 5274 Autumn Forrest Dr. *Memphis, TN 3812 **Phone:** (901) 484-4199
* **Email:** peoakland@gmail.com

240-395-2452
bedwards@mcleandschool.org

Roz DeBerry

Assistant Human Resource Manager, Achievement School District
(901) 336-8024
rdeberry@tnasd.org

Racheal L. Whitaker, MD, FACOG Board Certified Ob/Gyn

St. Louis University School of Law
318-840-6070
Whitakerrl@slu.edu

Dr. Charles McKinney

Director of African American Studies/Associate Professor Rhodes College
901-843-3525
mckinneyc@rhodes.edu

Mary E. Mitchell

Program Director of New Leaders and Executive Director of Omni Prep Academy
(901) 412-7863

Emmett M. McKnight, III (*Trey*)

8759 River Hollow Drive Cordova, TN 38016

Mobile 901.647.9037

trevmmcknight@gmail.com

Professional Experience

Economic Development Growth Engine (EDGE) / *Economic Development Specialist*

Memphis, TN. February 2013 - Present

- Responsible for managing business relationships with local fortune 500 CFO, and CEOs
- Responsible for recruiting and maintaining businesses to Memphis and Shelby County
- Build and maintain relationships with senior management with all PILOT recipients
- Ensure precise, consistent, correct, and timely communications with the EDGE board
- Manage diversity compliance with all active Memphis and Shelby County PILOTs
- Manage PILOT tax compliance with all PILOT recipients and the Shelby County Trustee
- Manage and administer the PILOT program
- Forecast business taxes and local incentives for potential PILOT recipients up to 15 years
- Understand all company objectives, concepts, and competitors tax abatement programs
- Develop and structure complex tax analysis to be presented to the EDGE board
- Leverage all relationships built to ensure maintenance and growth with the Memphis and Shelby County company base
- Make complex EDGE PILOT presentations to all local Chambers of Commerce
- Responsible the creation of over 3,000 net new jobs

City of Memphis / *Fixed Asset Manager*

Memphis, TN. October 2007- February 2013

- Tracked existing fixed assets, recording depreciation, and accounting for the disposition of fixed assets
- Assign tag numbers to fixed assets.
- Managed the maintenance of records and databases containing information regarding licenses, warranties and service agreements for the City of Memphis
- Maintained documentation, provided requested information to regulatory agencies, and keeps management informed of on all issues concerning compliance
- Conduct periodic physical inventory counts of fixed assets

- Record fixed asset acquisitions and dispositions in the accounting system
- Worked knowledge of applicable federal and state compliance regulations
- Prepared weekly auction report, quarterly expenditure reports, and Fixed Assets reports to inform the Purchasing Agent, and Finance Deputy Director regarding all surplus funds and City Assets
- Supervised staff of eight
- Reported directly to the City's Purchasing Agent

Pfizer Pharmaceuticals / Pharmaceutical Sales Representative

Memphis, TN. August 2001- February 2007

- Worked directly with Physicians and Hospitals to grow, promote, and maintain business of pharmaceutical drugs and formulary status
- Negotiated and executed contracts with various regional hospitals within the three state territory (TN, AR, MS)
- Assisted Physicians and Hospitals with the identification and the creation of new economic development programs and initiatives to benefit their particular location of business
- Ensured day-to-day operations were conducted in compliance with regulatory and legal requirements and the organizational policies
- Assisted in the development and implementation of marketing strategies aimed at Physicians and Hospitals maintaining and growing their business
- Working knowledge of applicable federal and state compliance regulations
- **"Rookie of The Year"** (2002)
- **"Representative of the Quarter"** (2004, 2005)
- Operated over **100%** to goal (2002-2006)

Education

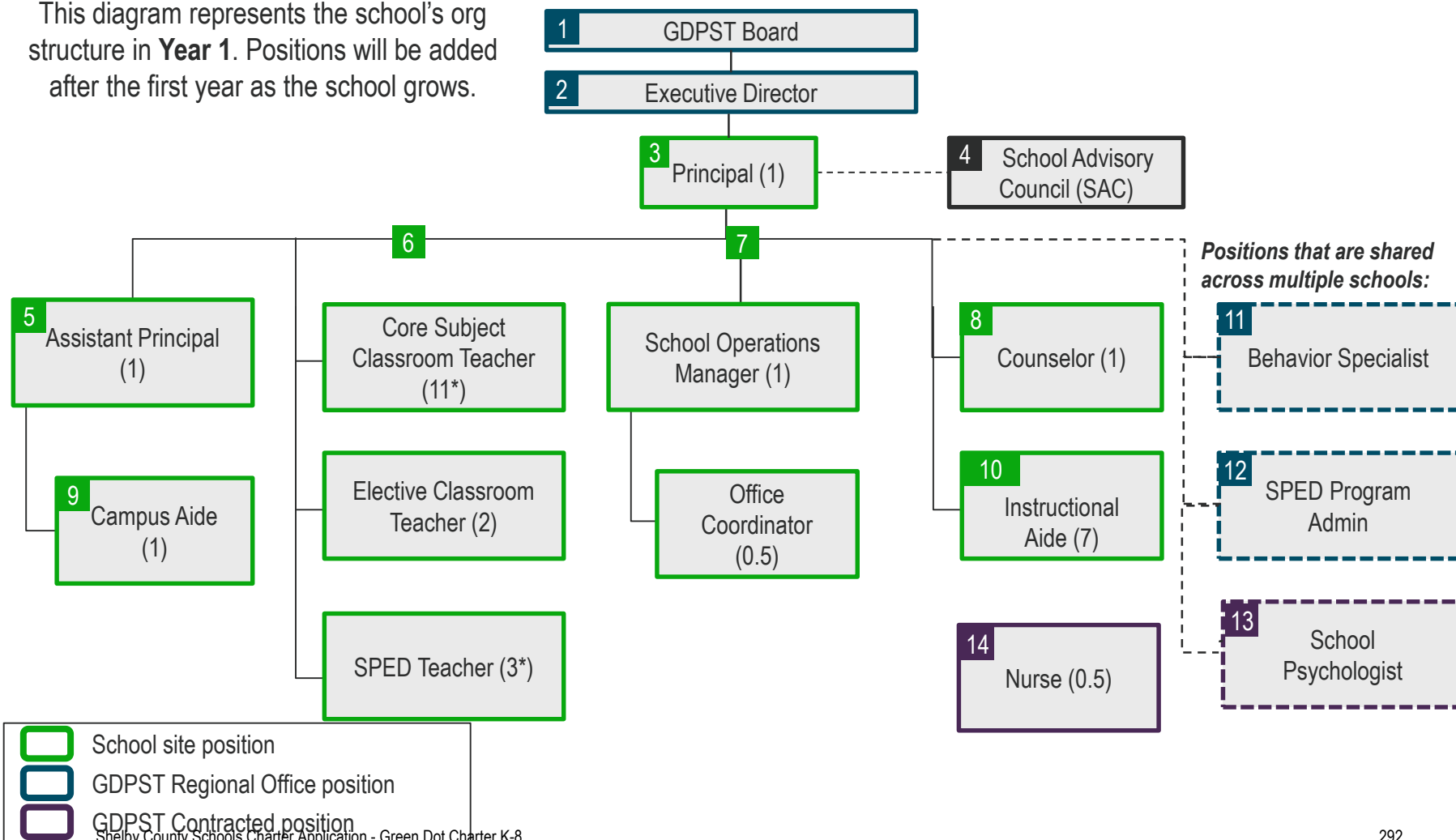
The University of Tennessee at Chattanooga, Chattanooga, TN
Bachelor of Science, *Marketing*, August 2001

Please refer to Attachment F3 for this information.

Attachment G: Green Dot Charter K-8 School Organizational chart (Y1)



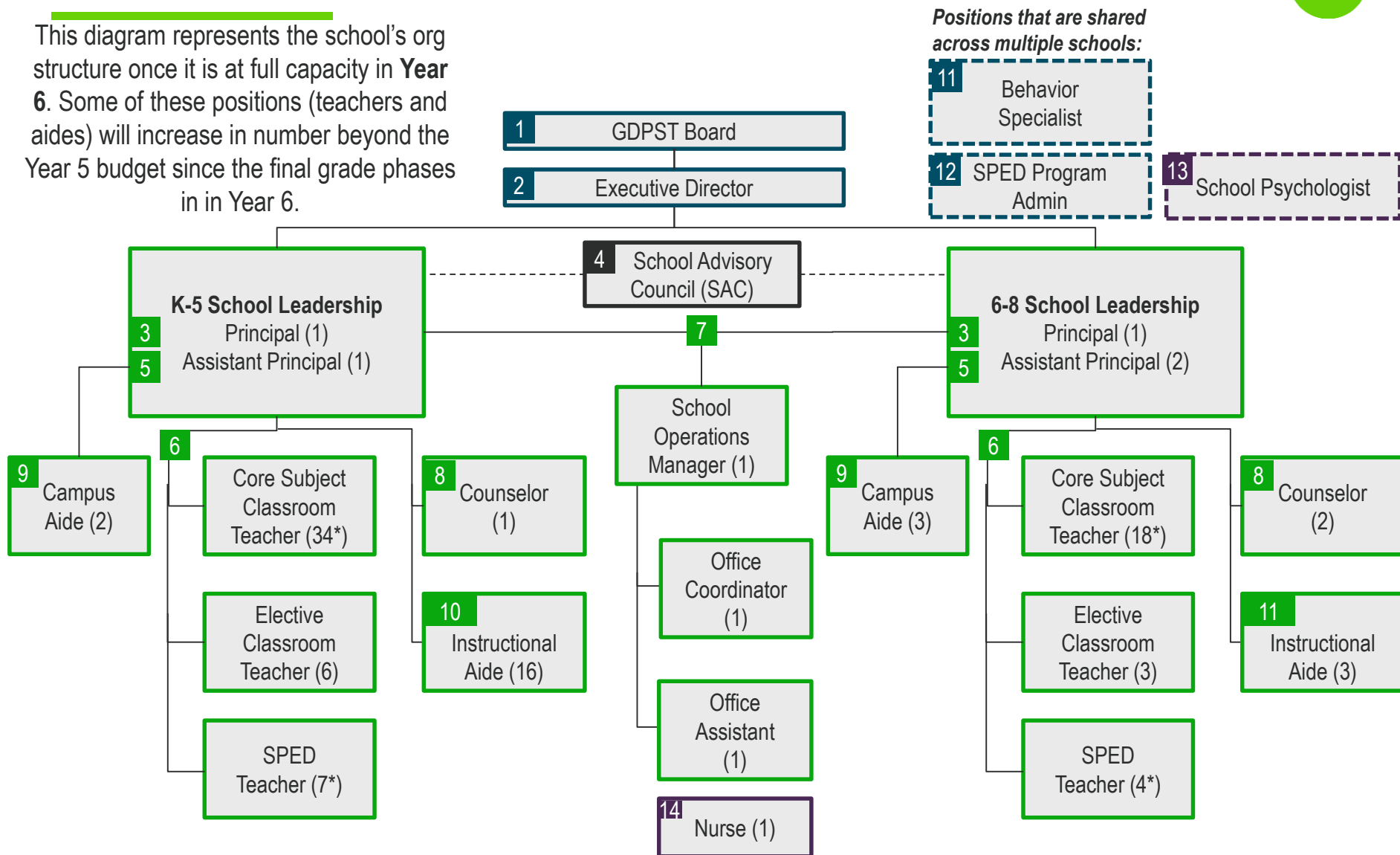
This diagram represents the school's org structure in **Year 1**. Positions will be added after the first year as the school grows.



Attachment G: Green Dot Charter K-8 School Organizational chart (Y6)



This diagram represents the school's org structure once it is at full capacity in **Year 6**. Some of these positions (teachers and aides) will increase in number beyond the Year 5 budget since the final grade phases in in Year 6.



*In the entire school, this includes 40 core subject teachers and 6 ELA or Math intervention teachers for grades 6-8

**In the entire school, this includes 9 SPED teachers that work in tandem with core subject teachers, and 2 Functional Skills teachers that have their own classrooms

Role descriptions: All positions are designed to promote the schools mission and vision in the following ways

Attachment C: School Organizational Chart



1. **GDPST Board:** responsible for major strategic and policy decisions related to Tennessee schools including ensuring Green Dot Tennessee's financial sustainability
2. **Executive Director:** directly contributes to governance and management of the schools in GDPST
3. **Principal:** the primary leader of the school and is accountable for the school's academic performance and operations
4. **School Advisory Council:** provides diverse perspectives and expertise representative of all stakeholders to solve school-wide issues and develop policies and recommendations
5. **Assistant Principal:** supports the Principal in instructional leadership, summer planning, academic interventions, special education, budget, school evaluation and oversight, parent and community outreach, testing, enrollment and attendance, extracurricular activities and other responsibilities
6. **Teacher:** responsible for the learning, development and safety of our students
7. **School Operations staff:** responsible for managing day-to-day operations of the school
8. **Counselor:** responsible for providing counseling and guidance services to all students. This position also requires conducting individual and small group counseling for students in need.
9. **Campus Aide:** ensures the safety and well-being of all students and staff at each school site
10. **Instructional Aide:** primarily responsible for providing academic and behavior student support to core teachers in grades K-1. IAs also support SPED students in both Special Education and General Ed classrooms in later grades
11. **Behavior Specialist:** provides comprehensive and culturally sensitive mental health services to students and families in order to enhance the social-emotional well being of students
12. **SPED Program Admin:** develops and implements a robust and compliant Special Education program, conducts compliance monitoring, and leads professional development
13. **School Psychologist:** conducts comprehensive psycho-educational assessments, provides behavior support, provides targeted counseling and contributes to crisis/mental health consultations and trainings
14. **Nurse:** responsible for caring for sick/injured students, providing physician-ordered treatments, procedures and medications, screenings, auditing immunization records, and promoting health education and trainings

Please refer to Section 2.4 for additional details on roles and responsibilities.

MEGAN ANN QUAILE, Ed.D.

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EDUCATION

Ed.D., Educational Leadership, 2013
 University of Southern California Los Angeles, CA
M.Ed., Teaching and Learning, 2000
 DePaul University Chicago, IL
B.A., English, 1993
 University of Notre Dame Notre Dame, IN

EXPERIENCE

GREEN DOT PUBLIC SCHOOLS 2007-PRESENT
Chief Growth Officer & Interim Tennessee Executive Director 2014- present

- Responsible for oversight of Tennessee and Washington Regions
- Responsible for day to day operations of the Tennessee region, including supervising the regional office and campus principals
- Supervise national team members and regional executive directors

Vice President of National Expansion 2013-2014

- Responsible for leading Green Dot's efforts to expand to new regions
- Work with strategic planning team to research, investigate and apply to new regions
- Oversee the ramp-up phases of each region, including: hiring, community engagement, setting up regional offices, and designing and implementing the appropriate school model
- Supervise national team members (finance, operations, and education team) and regional executive directors

Vice President of Education 2009-2013

- Supervise and evaluate Cluster Directors and Directors of New Teacher Support, Literacy and Math.
- Work with the Green Dot Education Team to interpret, develop, and recommend policies and regulations that govern the overall operation of Green Dot schools.
- Ensure school compliance with local policies and regulations, state requirements, and Green Dot Core Values.
- Plan and provide monthly professional development to principals and assistant principals.
- Collaborate with the Education Team on Green Dot-wide staff development.
- Led contract negotiations with teacher and classified unions.

Cluster Director (Area Superintendent) 2007-2009

- Supervise and evaluate principals on six Green Dot campuses.
- Plan and provide monthly professional development to principals and assistant principals.
- Collaborate with the Education Team on Green Dot-wide staff development.
- Provide bi-monthly coaching to principals and assistant principals.
- Serve as a liaison between home office and school principals.
- Work with the schools in the cluster to develop community partnerships, formulate a student admissions process including: including recruitment, admissions and registration.
- Recommend budget expenditures and manage fiscal resources.

CIVITAS SCHOOLS 2003-2007
Chief Executive Officer 2004-2007

- Created a non-profit management organization responsible for serving 4 charter campuses with 2100 students in Chicago with a \$15 million budget.
- Duties include the creation and execution of the following: k-12 curricular program, school policies, campus budgeting and financial procedures, organizational structures, accountability systems, personnel hiring and evaluation processes, external relations protocols, student recruitment plans, and student support services.
- Recruited and developed a 6 member Board of Directors.
- Supervised education and operations of CICS Northtown Academy, Basil, and Wrightwood Campuses, specifically focusing on strategic planning, curriculum development, student achievement, budgeting, development, marketing and mission articulation
- Supervise and evaluate campus directors and the executive management team.
- Took over management of CICS Basil Campus in late 2004. Increased the number of students meeting/exceeding state standards by 31% in two years.
- In 2005, opened CICS Wrightwood Campus to 485 Kindergarten through 5th Grade students on 6 weeks notice. Wrightwood has exceeded national growth expectations on the NWEA assessment this spring.
- Partners with Chicago Charter School Foundation to open two high schools and two elementary (pre-kindergarten through 5th grade) campuses

Director (Principal), Northtown Academy Campus 2003-2004

- Created the highest achieving non-selective enrollment school in Chicago. Northtown Academy sends over 80% of its students to college – ranked 3rd and 5th in the city in years 2005 and 2006 – only selective enrollment magnet schools achieve higher college placement.
- Highest growth of EPAS scores among any school in Chicago. Highest ACT score of any non-selective enrollment school in Chicago.
- Responsible for facilitating all operations involved with opening a new charter high school, including: hiring faculty and staff; creating and implementing admissions and recruitment processes; implementing a professional development and supervision plan; crafting school policy; monitoring budget processes; implementing a school organizational structure that meets the needs of the community
- Directs the daily operation of a 450 student school while supporting a 60+ member staff

GOOD COUNSEL HIGH SCHOOL Chicago, IL

1996-2003

Principal

2000-2003

- Directs the daily operation of a 350-student school while supporting a 60+ member faculty and staff to deliver a rigorous college preparatory program
- Led multiple strategic initiatives to restructure the philosophy, infrastructure and academic program to address the needs of a culturally and ethnically diverse learning community
- Provides direction to and facilitates meetings of the Curriculum Committee to assess the effectiveness and chart student outcomes of the curriculum enhancement initiative
- Developed and implements a comprehensive program to supervise and evaluate faculty members resulting in improved student satisfaction ratings as noted in an independent research study
- Manages the development, procurement process, and monitoring of the educational budget.
- Authors grants and seeks federal and state funding where appropriate
- Oversees accreditation process with the NCA and ISBE
- Elected by peers to assume a leadership position on an Archdiocesan wide High School Leadership Committee

Assistant Principal

1998-2000

- Revamped administrative processes consistent with the new mission, policies, and strategic direction
- Partnered with the Curriculum Committee on the development of an articulated scope and sequence
- Guided a school improvement process that involved moving to block scheduling; replacing tracking in the freshman and sophomore divisions with an honors distinction program; creating a comprehensive advisory program focused on social and academic growth; developing a comprehensive counseling program aligned with national standards; and implementing programs to encourage a culture of respectful challenge like the GC Forum and peer mediation
- Managed facilities; supervised maintenance staff; procured all contracts pertaining to plant and operations
- Restructured all extra-curricular activities and supervised faculty moderators in student activities; co-moderated Student Council; Supervised school events; Created the school calendar

Teacher, English Department

1996-1998

- Developed and implemented a program to assist at risk learners in reading and language
- Partnered with a fellow teacher to provide tutorial support to all students

Varsity Soccer Coach

1996-1998

WOMEN'S SCHOOLS TOGETHER Chicago, IL

1999-2003

President

2002-2003

- Led the 100 member organization in the development of a regional consortium, a national website, and a collaborative marketing program to brand the concept of women schools
- Managed a \$190,000 budget to implement the activities highlighted above

Vice-President

1999-2001

- Organized a local consortium featuring 50 speakers and 650 participants within budget parameters
- Developed an electronic database to track membership and communications and track payments

ANDERSEN CONSULTING Chicago, IL

1995

Assistant to the Director of Marketing

- Responsible for coordination of worldwide marketing initiatives for Project Eagle
- Edited and wrote marketing documents intended for publication as well as an on-line, internal newsletter

FEDERAL EMERGENCY MANAGEMENT AGENCY Chicago, IL

1993-1994

Disaster Assistance Employee

- Liaison responsible for the coordination and allocation of federal and state relief funds; investigated potential fraudulent claims and identified duplicate applications and rewards
- Trained locally hired staff in all aspects of disaster relief field office operation

RELATED EXPERIENCES

- Trinity High School North Central Association (NCA) External Committee Member 2001-2003
- Archdiocesan Leadership Council Member 2002-2003
- DePaul University Professional Education Council Member (NCATE) 2003-2006
- Josephinum High School NCA External Committee member 2007

PRINCIPAL JOB DESCRIPTION

We are seeking a talented educational leader with a desire to foster high levels of academic achievement in an urban high school. To learn more about what it's like to be a leader at Green Dot, please visit: <http://jobs.greendot.org/administrators>. We believe strongly in providing training and support to our staff to enable strong teaching and learning in every classroom.

ESSENTIAL DUTIES & RESPONSIBILITIES

- Hire and develop school staff (licensed and classified)
- Serve as administrator and instructional leader of the school
- Responsible for planning the master schedule of classes for students and for assigning staff schedules
- Evaluate the performance of teachers and other school employees and coach them on their individual development
- Craft student discipline policies to meet unique student population needs
- Work with Tennessee Home Office staff to manage financial and human resources at the school site
- Responsible for school budgetary planning and business operations
- Work closely with parents and the community at large
- Initiate and implement community support and advisory groups
- Accountable for students' overall academic performance
- Available for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in-person)
- Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, supervision of student events, etc. **This is particularly true for transformation schools
- Maintain professional standards and a school environment that is productive, safe and focused
- Participate and lead large group and individual professional development
- Develop and lead student recruitment efforts to engage and promote Green Dot with community members and parents

QUALIFICATIONS

- Possesses a growth mindset and the Memphis 'grit and grind' to know that the impossible is possible
- A minimum of 3 years teaching experience, at the middle or high school level, with a history of improving student achievement
- Currently holds an ILL-B license, is eligible to advance an ILL-A License, or holds a comparable out of state Administrative credential which is transferable to Tennessee (*must have three years of school leadership experience to transfer an administrative license into Tennessee)
- Experience in leadership roles (mentor teacher, department chair, assistant principal, etc.)
- Prior administrative experience as Assistant Principal or Principal required
- Experience building capacity in others and willingness to build leaders for the future through courageous and data-driven conversations
- Experience creating and managing community partnerships to engage key stakeholders
- Experience managing budgets
- Experience creating and implementing policies and systems
- Excellent interpersonal communication and writing skills
- Experience working in an entrepreneurial environment
- A passion for improving urban middle and high schools and driving education reform
- Ability to establish/foster a positive and safe school culture
- Experience developing behavioral interventions to respond to student behavior and teacher needs
- Experience in planning and implementing quality professional development
- Experience in leading/managing a team
- Experience in strategically engaging stakeholders
- Experience in conflict resolution
- Experience in making data-driven decisions
- Experience and demonstrated ability managing multiple teams and resources
- Experience in creating and monitoring strategic plans

This employer strives for a balanced, productive workforce, which is diverse in terms of age, gender, and cultural identity. We do not base hiring or promotional decisions on factors other than performance and professional growth potential. Please note that we are unable to sponsor H-1B Visa applicants.

COMPENSATION

All licensed employees are members of TCRS. Salary will be commensurate with experience and based on school size. We also offer a comprehensive benefits plan, as well as the opportunity to impact a growing, mission-driven organization that is committed to the success of all its students.

2018-2019



EMPLOYEE HANDBOOK OF POLICIES AND PROCEDURES

Green Dot Public Schools Tennessee
7/1/2018

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I. INTRODUCTION

I.A. Welcome

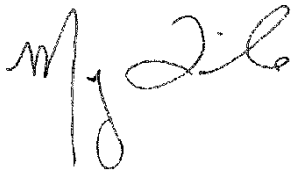
Fellow Green Dotter:

It is my privilege to welcome you to Green Dot Public Schools Tennessee, which has an unwavering belief in the potential of all students. The ultimate purpose of our work together is captured in Green Dot's mission: To help transform public education so ALL students can graduate prepared for college, leadership and life. Every day is an opportunity to expand our impact and further this mission.

Green Dot is committed to being a great place to work. Staff members are Green Dot's greatest asset and students excel when we are able to do our best for them. To that end, this Employee Handbook is intended to help create a positive work environment, and provide you with a clear understanding of the expectations from Green Dot and you.

Please read this Employee Handbook carefully and keep it handy for future reference. Also, please do not hesitate to ask questions to, or share suggestions and concerns with, your immediate supervisor or Green Dot's Human Resources Department.

Once again, welcome to Green Dot Public Schools Tennessee!

A handwritten signature in black ink, appearing to read 'M. Quaile', with a stylized flourish at the end.

Megan Quaile, Ed.D.
Executive Director
Green Dot Public Schools Tennessee

I.B. Purpose of Handbook

This Employee Handbook (also referred to herein as the “Handbook”) is provided to all Green Dot Public Schools Tennessee (“Green Dot” or “GDPS”) employees as a guide for the employer/employee relationship. It is an important source of information and employees should read the Handbook carefully and use it as a reference.

There are several things that are important to keep in mind about this Handbook:

- The Handbook is designed to give a brief description of the policies and benefits for employees of GDPS. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your immediate supervisor or GDPS’ Human Resources Department. This Handbook supersedes and replaces all previous personnel policies, practices, guidelines and handbooks whether written or spoken.
- The procedures, practices, policies and benefits described herein may be modified or discontinued from time to time as GDPS deems necessary. GDPS will inform employees of any significant changes as they occur and at least on an annual basis.
- The benefits described in this Handbook (including, but not limited to, insurance benefits and retirement plans) are intended for general information purposes only. Many of the benefits are the subject of detailed written plans and policies which are available on request from GDPS’ Human Resources Department and online. If a question arises about the nature or extent of plan benefits, or if there is conflicting language in the benefit plan documents and the Handbook, the formal language of the benefit plan documents govern.
- The Handbook is not an employment contract or a contract for continued employment. Employment with GDPS is on an at-will basis. No policy set forth herein guarantees any continuity of benefits or rights, or forms any contract with an employee.

I.C. Green Dot Mission and Values

Green Dot’s mission is to help transform public education so ALL students graduate prepared for college, leadership and life. Green Dot is fulfilling this mission by running high-achieving public charter schools that are focused on graduating students and fully preparing them for college. In addition, Green Dot is dedicated to helping parents organize and demand more of their neighborhood schools, the overarching goal being to encourage local school districts to implement bold reform and improve their public schools.

Green Dot is founded on the core value of an unwavering belief in all students’ potential, and believes that every child should have access to a high quality public school education. As a leader of “school transformation,” Green Dot’s work is directly focused on transforming failing middle and high schools into clusters of small successful schools and helping a traditional school district reinvent itself as one of the best school districts in the country.

Green Dot’s school model is focused on graduating students and preparing them for college, leadership and life consisting of two (2) main components: 1) Green Dot’s Core Values; and 2) Green Dot’s Leading Green Principles. The Core Values and Leading Green Principles are at the heart of Green Dot’s work and drive the decisions that are made.

Core Values

1. Unwavering belief in all students' potential
 - We believe every decision should begin with students coming first.
2. Passion for excellence
 - We are solution-oriented.
 - We are reflective.
 - We strive for continuous improvement.
 - We are data-driven.
 - We take calculated risks.
3. Personal responsibility
 - We expect a high level of individual accountability.
 - We are willing to stay until a job is done well.
4. Respect for others and the community
 - We are collaborative.
 - We are flexible.
 - We contribute positively to the school culture.
5. All stakeholders are critical in the education process
 - We solicit and incorporate input from all stakeholders.

Leading Green Principles

Green Dot's teachers and school leaders have created a common language around the characteristics that matter most for leaders. The outcomes are common expectations across the organization to ensure that all employees understand the things that good leaders do to help their schools and the people in them succeed. In doing so, school administrators and teacher leaders created five (5) common practices that every leader, regardless of his/her role or position, adhere to as a member of the Green Dot family.

1. OWN IT
 - We do not make excuses nor blame others for issues or challenges within our school and our classrooms.
2. STRETCH IT
 - We invest in the development of others and ourselves.
 - We encourage others to excel through actionable feedback.
 - We are committed to continuous improvement.
3. GET IT RIGHT
 - We think of the long-term implications of the decisions we make.
 - We get ample input when making difficult decisions.
 - We understand the importance of "sweating" the small stuff.

4. WE ARE TEAMSTRONG

- We present a united front and promote a sense that we are one team, the Green Dot Team.
- We encourage rigorous debate, collaboration and effective communication.
- We assume the best intentions from everyone.
- We display humility and understand that it is a strong team that provides the most impact for students.

5. IT'S ALL ABOUT THE STUDENTS

- We know that the needs of students should drive our decision-making.
- We know that the most important work we do is centered on teaching and learning.

I.D. Summary of Green Dot Public Schools' Diversity Equity & Inclusion (DEI) Commitment Statement

As part of Green Dot Public Schools' mission to prepare all students for success in college, leadership and life, we are dedicated to closing the opportunity gap for students. As we've grown, we've learned that we need to be intentional in creating systems that value the unique contributions of our students, families, and staff to transform public education. As a result, we commit to explicitly embedding a diversity, equity, and inclusion lens in our organizational culture, our educational practices, and our talent practices.

I. Why DEI is Core to Green Dot Public Schools' Mission

Embedding a DEI lens is a catalyst to fulfilling Green Dot Public Schools' mission, continually learning and expanding our perspectives, and creating an environment where all individuals are valued and supported.

Mission fulfillment

Diversity, equity and inclusion are critical lenses that help us understand the complexity of our students' experiences, celebrate the potential of each individual and strengthen our ability to fulfill our mission so all students can succeed.

An important part of our mission is that all means all. To accomplish this,

- We commit to setting high expectations, delivering rigorous instruction, and providing tailored supports to ensure each and every student, regardless of background or ability, graduates prepared for success in college, leadership, and life.
- In addition, one of our core values is that all stakeholders are critical in the education process. Given our belief that education is a vehicle to disrupt historical oppression, we commit to collaborating with a broad group of partners to find opportunities to help transform public education in the communities we serve.

Continually learning and expanding our perspectives

A diverse, equitable, and inclusive culture will enable all voices to be heard and strengthen decision-making in the best interest of our students.

II. Our Commitments

We commit to closing the opportunity gap by explicitly embedding a DEI lens in our organizational culture, our educational practices, and our talent practices.

For DEI in our culture

- We commit to creating the space for ongoing and open discourse about DEI, perpetuating a welcoming culture to create a richer context for community building, and being genuinely willing to consider new perspectives, while appreciating individual similarities and differences.
 - Our mission drives our culture. Our organizational culture grows out of the contributions of every individual who believes in our mission.
 - We each take responsibility to help create an environment in which all students, staff, families, and community partners have a sense of safety and belonging and can be their authentic selves. We respect the communities in which we work and the people who live in them. We commit to further celebrating the assets within the communities we serve and continuing to find opportunities to incorporate student and family voice in our work.
 - We commit to our beliefs in DEI being present in our decision-making and our actions. We commit to innovating, adapting, and reflecting on current systems, structures and practices to help us fulfill our mission. We commit to transparency even as we tackle new and complex work.

For DEI in our educational practices

- We commit to being culturally-responsive in our curricular choices, pedagogical practices, student policies, academic pathways, and programming so that our students feel valued in our classrooms.
 - In our schools, we commit to providing differentiated supports and building authentic connections to meet the needs of each student.
 - We commit to reflecting on our identities and beliefs and addressing our own biases in the context of the communities we serve.
 - We commit to better understanding students' experiences and making learning personally meaningful. We will do this by connecting the content to the context of their life, of their families and communities, and of a global society.

For DEI in our talent practices

Hiring Practices

- We commit to recruiting a talented and diverse team.
 - Acknowledging the broader social and historical context of the communities we serve, we commit to taking a purposeful approach to continuing to connect students to educators of similar backgrounds (race, gender, socioeconomic status, English learner status, etc.). In addition, we commit to "growing our own" educators from the communities we serve.
 - At the same time, we commit to helping students connect with staff representing a diverse set of backgrounds and perspectives in preparation for their life beyond Green Dot.

Growing and Retaining Talent

- We commit to providing supports that make all staff feel empowered, appreciated and successful in doing the critical work needed to fulfill our mission.

III. Continuously Learning

We are cognizant that there's a gap between our commitments and our current state. We are working to bridge that gap. We approach this work from a place of humility; as we make progress, we will also likely make mistakes and need to step outside of our comfort zone. Given our passion, this statement of our commitment will continually evolve as we learn and grow.

I.E. Professional Development

The heart and soul of Green Dot is its commitment to the professional development of all of our employees. Regardless of your role in the organization, each and every member of the Green Dot family participates in ongoing professional development throughout the year.

Each member of the Green Dot family will meet regularly with his/her supervisor to discuss job performance, goals, and expectations. The purpose of the performance evaluation process is to review, document, and acknowledge achievements, cultivate professional development goals, and address performance concerns.

School Site Classified Employees

Green Dot provides targeted professional development based on the needs of each job classification. School Site Classified Employees are provided professional development on full day “All Green Dot Days” throughout the year. Furthermore, depending on the employee’s job function, additional small group trainings and/or one-on-one coaching are scheduled with Green Dot’s Home Office content experts. As with all Green Dot professional development, we ensure that data in the way of surveys, exit slips, and observations of a classified employee’s expertise drives the professional development needs of our members.

Classroom Teachers and Counselors

Green Dot provides all new and returning teachers and counselors with professional development days, before the school year targeting classroom instruction and climate. Additionally, Green Dot provides ongoing professional development with on-site coaching and modeling, weekly staff professional development, day-to-day instructional leadership, and access to external workshops. Thus, whether a teacher is new or returning to our organization, Green Dot ensures all teachers are well-prepared to start the school year and beyond.

School Administrators

Green Dot provides all new school administrators to the organization with professional development days called “New School Leader Boot Camp” that primarily focus on Green Dot’s teacher evaluation system. As required, all new and returning school administrators must be certified on a biannual basis in order to evaluate teachers.

As a means to prepare for the upcoming school year, all school leaders attend a retreat with their colleagues focused on instructional leadership, strategic planning, and school culture.

Throughout the year, all school administrators are provided professional development that continues to focus on instructional leadership, strategic planning, and school culture.

Green Dot’s Home Office Employees

Green Dot provides all of its Home Office employees with ongoing professional development aligned to the needs of their department. As an example, departments commonly conduct a biannual retreat for the purpose of creating strategic plans that drive organization and department decisions.

II. EMPLOYMENT CATEGORIES, CLASSIFICATIONS, AND REQUIREMENTS

II.A. Categories of Employment

Exempt: Per applicable law, an employee is classified as exempt if the majority of his/her job duties are exempt from the overtime provisions of applicable law and he/she earns a minimum salary set forth in applicable law. An exempt employee is not eligible for overtime pay and is typically salaried.

Non-Exempt: Per applicable law, a non-exempt employee is classified as non-exempt if he/she does not meet the criteria to be classified as an exempt employee. A non-exempt employee is eligible to receive overtime pay and is paid for actual hours worked (i.e., typically hourly).

Regular, Full-Time: Employees who are not in a temporary status and work a minimum of thirty (30) hours weekly and maintain continuous employment status. Generally, these employees are eligible for the full-time benefits package and are subject to the terms, conditions, and limitations of each benefits program.

Regular, Part-Time: Employees who are not in a temporary status and who are regularly scheduled to work fewer than thirty (30) hours weekly, but at least twenty (20) hours weekly, and who maintain continuous employment status. Part-time employees are eligible for some of the benefits offered by Green Dot and are subject to the terms, conditions, and limitations of each benefits program.

Temporary: Employees who do not work on a continuing basis, but rather cover an absent employee or temporary vacancies. A temporary employee receives all legally mandated benefits (e.g., Social Security, workers' compensation insurance), but is ineligible for any of Green Dot's benefits (e.g., non-statutory leaves of absence, health or welfare benefits) unless required by applicable law. Employment beyond any initially stated period does not in any way imply a change in employment status.

Seasonal: Employees who do not work on a continuing basis, but rather for a particular predefined duration of time to meet the needs of a Green Dot department. A seasonal employee receives all legally mandated benefits (e.g., Social Security, workers' compensation insurance), but is ineligible for any of Green Dot's benefits (e.g., non-statutory leaves of absence, health or welfare benefits). Employment beyond any initially stated period does not in any way imply a change in employment status.

Consultant: Under general direction, on a limited-term basis, to render expert assistance as a consultant on a program; and to do other related work. Consultants are used for temporary authorization appointments to short-term positions lasting nine (9) months or less.

Independent Contractor: An individual who performs labor or services shall generally be considered an "independent contractor" if the following standards are met:

1. The Contractor is free from direction and control over the means and manner of providing the labor or services, subject only to the specifications of the desired results.
2. The Contractor is responsible for obtaining all assumed business registrations or professional occupation licenses required by state law or local ordinances.
3. The Contractor furnishes the tools or equipment necessary for the contracted labor or services.
4. The Contractor has the authority to hire employees to perform the labor or services; or fire said employees if necessary.
5. Payment to the Contractor is made on completion of the performance or is made based on a periodic retainer.

Volunteer. A person who donates his or her time and energy to Green Dot and is not an employee. He or she contributes to the public service mission of the organization, does not receive compensation for services, and does not displace any employees.

Substitute Teachers: Substitute teachers employed by Kelly Services for Green Dot shall comply with T.C.A. § 49-5-413 in regard to background investigation and criminal history records check.

Substitute Teachers:

- A. A substitute teacher substituting for a regular teacher on leave authorized for a period not exceeding twenty (20) consecutive teaching days is not required to possess a teacher's certificate or permit. (TCA 49-3-312(a)).
- B. A substitute teacher who is a retired teacher is not required to continue to renew such teacher's certification in order to work as a substitute teacher. (TCA 49-3-312(b)). NOTE under the statute this only applies to retired teachers who retire after 7/1/2011 through 7/1/2016.
- C. No person shall be employed as a substitute teacher whose records with the State Department of Education indicate a license or certificate currently in revoked status. (TCA 49-2-203(a)(15)).
- D. Retired teachers may substitute one-hundred twenty (120) days per year without loss of retirement benefits, and may substitute for an additional ninety (90) days if the Executive Director certifies in writing to the State Board of Education that no other qualified personnel are available to substitute teach. (TCA 8-36-805)

II.B. Contractual Relationships

At-Will Employment

Employment at Green Dot is on an at-will basis unless otherwise stated in a written individual offer letter signed by the Chief Executive Officer/Executive Director of the organization.

This means that either the employee or Green Dot may terminate the employment relationship at any time, for any reason, with or without notice

Nothing in this Handbook is intended to or creates an employment agreement, express or implied. Nothing contained in this or any other document provided to the employee is intended to be, nor should it be, construed as a contract that employment or any benefit will be continued for any period of time.

Any salary figures provided to an employee in annual or monthly terms are stated for the sake of convenience or to facilitate comparisons and are not intended and do not create an employment contract for any specific period of time.

Nothing in this statement is intended to interfere with, restrain, or prevent concerted activity as protected by applicable law. Such activity includes employee communications regarding wages, hours, or other terms or conditions of employment. Green Dot employees have the right to engage in or refrain from such activities.

Green Dot may impose any discipline to the extent allowable by law, within its sole discretion, that it determines to be appropriate. Any discipline is in no way intended to alter the at-will nature of an employee's employment relationship with Green Dot.

II.C. Immigration Compliance

Green Dot will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory

evidence of his or her identity and legal authority to work in the United States. However, Green Dot will not check the employment authorization status of current employees or applicants who were not offered positions with the organization unless required to do so by law.

Green Dot shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law.

II.D. Criminal Background Checks

All offers of employment and continued employment at Green Dot are contingent upon clearance of a criminal background check in alignment with applicable law. No condition or activity will be permitted that may compromise Green Dot's commitment to the safety and well-being of its students and employees. Green Dot employees are subject to a criminal background check completed through and provided by the appropriate state agency(ies) and/or the Federal Bureau of Investigation, as deemed appropriate by Green Dot, required by law, and/or in accordance with the school's charter. All background information is stored privately and securely with access restricted to Green Dot's Human Resources Department or authorized personnel. Conditions that preclude working at Green Dot include, but are not limited to, conviction of any controlled substance offense, sex offense, or serious or violent felony, as defined in any applicable law.

If an employee is found at a Green Dot school location without a criminal background clearance, or a background check in progress if allowable under applicable state law, he/she will be sent home and prohibited from continuing employment with Green Dot until such clearance is obtained.

Additionally, should an employee be convicted of a controlled substance offense, sex offense, or serious or violent felony as defined in any applicable law during his/her employment with Green Dot, the employee must immediately report such a conviction to his/her immediate supervisor – failure to report such an offense may result in disciplinary action up to and including termination of employment.

The cost of the criminal background check will be borne by the prospective employee.

Volunteers, consultants, independent contractors and other individuals that will perform work on behalf of Green Dot involving close proximity to Green Dot students will be subject to the criminal background check process described above. The costs for the procedure may be borne by the individual. All prospective individuals within this category should inquire with Green Dot Human Resources to confirm their responsibility of payment.

II.E. Tuberculosis Testing

All Green Dot employees must submit written proof from a physician of an examination for tuberculosis ("TB") prior to an employee's first day of paid service, showing that they are free of active TB. This TB examination must have occurred within a sixty-day time period prior to an employee's first day of paid service. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo a TB examination at least once every four (4) years. Volunteers are required to undergo a TB examination if the volunteer's functions require or include frequent or prolonged contact with students. A TB examination is a condition of initial employment with Green Dot and the cost of the exam will be borne by the prospective employee. If an employee, or volunteer whose functions require or include frequent or prolonged contact with students, is found at a Green Dot location

without a TB clearance, she/he will be sent home and prohibited from continuing employment with Green Dot until such clearance is obtained.

Green Dot food handlers are required to have annual TB exams. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Documentation of Green Dot employee and volunteer compliance with TB exams will be kept on file in Green Dot's Human Resources Department or other appropriate designated office/department. Any entity providing student services (i.e., services that require or include frequent or prolonged contact with students) will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work in contact with Green Dot students.

II.F. Credentialing and Other Employment Requirements

Employees holding positions which require a credential must obtain and/or maintain the proper educator credential(s) required by the state to provide the applicable services. Employees are responsible for keeping required credentials (including, but not limited to licenses, certificates, and/or registrations) current and in good standing, and paying the costs associated with renewal or otherwise. Any employee whose credential expires, or is unable to provide evidence of meeting renewal requirements in a timely fashion, may be removed from paid status and/or result in disciplinary action up to and including termination of employment.

AIR Agreements

Green Dot employees in the Administrator-In-Residence ("AIR") program must complete/be enrolled in or have completed the state appropriate credential, license, or certification before placement into a Green Dot Administrator position. Green Dot employees in the AIR program must also complete the state appropriate requirements for criminal background checks and tuberculosis clearance within the state they will be working/training.

Tennessee License Policy

As a condition of employment with Green Dot, employees requiring certification or licensure must meet the State of Tennessee's requirements to obtain and/or maintain the appropriate educator certificate or license. The State of Tennessee does not permit individuals to teach or provide particular educational services without a valid educator license. If a license expires, or if a teacher/counselor does not provide the Tennessee Department of Education's Office of Educator Licensing with evidence of meeting renewal requirements in a timely fashion, Green Dot will be forced to remove that teacher/counselor from paid status and/or release the teacher/counselor from employment. The responsibility for being properly licensed by the State of Tennessee rests solely with the teacher/counselor. Pursuant to the ESSA, all secondary teachers are required to pass content certification tests and maintain a license in the subject matter that they teach.

Verification of Experience

Teaching credit will be given for teaching experience under a valid teaching credential/license in public and private schools, grades K-12. Credit for international teaching experience will be granted if international credential/license is proven to be equivalent to domestic credential/license.

III. POLICIES AND PROCEDURES RELATED TO THE FAIR TREATMENT OF EMPLOYEES AND STUDENTS

III.A. Equal Employment Opportunity

Green Dot is committed to providing equal employment opportunities to all employees and applicants without regard to their actual or perceived race, religious creed (including religious dress or grooming practices), color, national origin or ancestry (including native language spoken), physical or mental disability (including HIV or AIDS), medical condition (including cancer or genetic characteristics), genetic information, marital status (including registered domestic partnership status), sex (including pregnancy, childbirth, lactation and related medical conditions), gender (including gender identity and expression), parental status, age (forty (40) and over), sexual orientation, Civil Air Patrol status, military and veteran status, citizenship, immigration status or any other consideration protected by federal, state or local law. For purposes of this policy, discrimination on the basis of "national origin" also includes harassment against an individual because that person holds or presents a state-issued driver's license issued to those who cannot document their lawful presence in the United States.

Similarly, Green Dot is committed to complying with all laws protecting qualified individuals with disabilities, as well as employees' religious beliefs and observances. This policy extends to all aspects of Green Dot's employment practices, including recruiting, hiring, discipline, termination, promotions, transfers, compensation, benefits, training, leaves of absence, and other terms and conditions of employment.

In accordance with applicable law, Green Dot will provide a reasonable accommodation for any known physical or mental disability of a qualified individual or for employees' religious beliefs and observances, provided the requested accommodation does not create an undue hardship for the organization and does not pose a direct threat to the health or safety of others in the workplace or to the individual. Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact Green Dot Tennessee's Human Resources department at tn.hr@greendot.org or 901-881-5956.

Subsequently, Green Dot will inform the employee of its decision on the accommodation request and, if applicable, how to make the accommodation. Green Dot will not retaliate or discriminate against a person for requesting an accommodation for his or her disability, regardless of whether the accommodation was granted. An employee or job applicant who has questions regarding this policy or believes that he or she has been discriminated against on the basis of a disability should notify Green Dot's Human Resources Department as soon as possible. All such inquiries or complaints will be treated as confidential to the extent permissible by law.

HIV/AIDS Policy for Employees

Employment

Green Dot does not discriminate against an employee or applicant on the basis of HIV/AIDS status. Consideration for job application, employment, advancement, discharge, compensations, training, or other terms, conditions, or privileges of employment cannot be denied to individuals on the basis of HIV/AIDS status. No employee shall be required to have a blood test or medical consultation to determine HIV/AIDS status.

In accordance with the Americans with Disabilities Act of 1990, an employee living with HIV/AIDS is welcome to continue working as long as he/she is able to perform the essential functions of the position. Every employee is entitled to the rights, privileges, and services accorded to employees generally, including benefits provided employees with long-term diseases or disabling conditions. School authorities shall make reasonable accommodations to allow an employee living with HIV/AIDS to continue his/her assigned duties unless doing so

would cause an undue hardship to Green Dot or the employee poses a direct threat to the health or safety of himself/herself or others.

An employee who refuses or objects to working with or providing services to a person who has or is perceived to have HIV/AIDS shall be counseled and educated in the nature of HIV/AIDS, the transmission of HIV, and the State Board of Education's policy on HIV/AIDS. Should the employee continue to refuse to work with or provide services to such an individual, the employee may be subject to appropriate discipline.

Privacy

Due to the gravity of the HIV/AIDS epidemic and the potential for discriminatory abuse, maintenance of an individual's right to privacy is of utmost importance. Employees are not required to disclose HIV infection to anyone in the education system. Every employee has a duty to treat as highly confidential any knowledge or speculation concerning the HIV/AIDS status of a student or other staff member.

In accordance with Americans with Disabilities Act, Health Insurance Portability and Accountability Act and Family Educational Rights and Privacy Act ("FERPA") guidelines, no information regarding an employee's HIV/AIDS status shall ever be disclosed to any individual or organization without a court order or the informed, written, signed, and dated consent of the person with HIV infection (or the parent or guardian of a legal minor). The written consent must specify the recipient of the information and the purpose of the disclosure. Information pertaining to a person's HIV/AIDS status shall not be faxed.

Legal Liability

HIV/AIDS-related information is confidential regardless of the source, including whether the information is obtained intentionally or unintentionally from the person with HIV/AIDS or through oral, written, or electronic communication from another source. Disclosure of HIV/AIDS-related information could result in a loss of privacy, harassment, and discrimination. Unauthorized disclosure by employees is cause for disciplinary action, up to and including dismissal, and could lead to individual liability in addition to criminal or civil penalties against local education agencies and their personnel.

Disclosure

An applicant/employee may choose to report her/his HIV/AIDS status to school personnel. Upon an employee's disclosure of HIV/AIDS status, Green Dot's Human Resources Department shall initiate procedures which will ensure privacy and maintenance of all medically-related documents. All health records and other documents which reference a person's HIV/AIDS status shall be secured by appropriate safeguards intended to limit access to these confidential records. Information regarding HIV/AIDS status shall not be added to an employee's personnel record without written consent.

III.B. Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

Green Dot maintains a strict policy prohibiting unlawful harassment, discrimination, and retaliation against employees, applicants for employment, individuals providing services in the workplace pursuant to a contract, unpaid interns or volunteers based on any legally-recognized basis, including, but not limited to, their actual or perceived race, religious creed (including religious dress or grooming practices), color, national origin or ancestry (including native language spoken), physical or mental disability (including HIV or AIDS), medical condition (including cancer or genetic characteristics), genetic information, marital status (including registered domestic

partnership status), sex (including pregnancy, childbirth, lactation and related medical conditions), gender (including gender identity and expression), parental status, age (forty (40) and over), sexual orientation, Civil Air Patrol status, military and veteran status, citizenship, immigration status or any other consideration protected by federal, state or local law. All such unlawful discrimination, harassment, and retaliation is prohibited.

This policy applies to all persons involved in our operations, including employees/co-workers, supervisors, managers, temporary or seasonal workers, unpaid interns, individuals in apprenticeship programs, agents, clients, vendors/independent contractors, volunteers, students, parents, or any other third party interacting with the Green Dot (“third parties”) and prohibits harassing, discriminatory, and retaliatory conduct by any employee or third party of Green Dot, including nonsupervisory employees, supervisors and managers. If such unlawful discrimination, harassment, and/or retaliation occurs on the Green Dot’s premises or is directed toward an employee or a third party interacting with Green Dot, the procedures in this policy should be followed.

Sexual Harassment, Harassment and Discrimination

Sexual Harassment Defined

Sexual harassment includes unwanted sexual advances, requests for sexual favors or visual, verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made a term or condition of employment; or
- Submission to, or rejection of, such conduct is used as a basis for employment decisions affecting the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an employee's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment also includes various forms of offensive behavior based on sex and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct: leering; making sexual gestures; displaying sexually suggestive objects or pictures, cartoons, posters, websites, emails or text messages.
- Verbal conduct: making or using derogatory comments, epithets, slurs, sexually explicit jokes, or comments about an employee's body or dress.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature; graphic verbal commentary about an individual's body; sexually degrading words to describe an individual; suggestive or obscene letters, notes or invitations.
- Physical conduct: touching, assault, impeding or blocking movements.
- Retaliation for reporting harassment or threatening to report sexual harassment.

An employee may be liable for harassment based on sex even if the alleged harassing conduct was not motivated by sexual desire. An employee who engages in unlawful harassment may be personally liable for harassment even if Green Dot had no knowledge of such conduct.

Every two (2) years, Green Dot shall ensure that supervisory employees receive at least two (2) hours of effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six (6) months of assuming the supervisory position. Such training will

address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. In addition, all other employees will be required to complete a thirty (30)-minute training course within six (6) months of the start of employment and every two (2) years thereafter.

Other Types of Unlawful Harassment

Unlawful harassment on the basis of any legally protected characteristic is prohibited. This includes conduct such as:

- Verbal conduct including threats, epithets, derogatory comments or slurs based on an individual's protected classification;
- Visual conduct, including derogatory posters, photographs, cartoons, drawings or gestures based on protected classification;
- Physical conduct, including assault, unwanted touching or blocking normal movement because of an individual's protected status;
- Retaliation for reporting or threatening to report harassment; and
- Disparate treatment based upon any of the protected classes outlined in this policy.

Abusive Conduct Prevention

It is expected that persons in the workplace perform their jobs productively as assigned, and in a manner that meets management's expectations, during working times, and that they and refrain from any malicious, patently offensive or abusive conduct including but not limited to conduct that a reasonable person would find offensive based on any of the protected characteristics described above. Examples of abusive conduct include repeated infliction of verbal abuse, such as the use of malicious, derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the intentional sabotage or undermining of a person's work performance.

Reporting Harassment, Discrimination, and/or Retaliation

Any employee who believes that he or she has been harassed, discriminated against, or subjected to retaliation or abusive conduct by a co-worker, supervisor, agent, client, vendor, customer, or any other third party interacting with Green Dot in violation of the foregoing policies, or who is aware of such behavior against others, should immediately provide a written or verbal report to his or her supervisor, any other member of management, or Human Resources Green Dot Tennessee's Human Resources department at tn.hr@greendot.org or 901-881-5956.

Employees are not required to make a complaint directly to their immediate supervisor. Supervisors and managers who receive complaints of misconduct must immediately report such complaints to Human Resources. When a report is received, Green Dot will conduct a fair, timely, complete and objective investigation where corrective action will be taken if any misconduct is found. Green Dot expects all employees to fully cooperate with any investigation conducted into a complaint of proscribed harassment, discrimination or retaliation, or regarding the alleged violation of any other Green Dot policies. Green Dot will maintain confidentiality surrounding the investigation to the extent possible and to the extent permitted under applicable law. Complaints will be investigated by impartial, qualified internal personnel unless external involvement is warranted. The process will be documented and tracked for reasonable progress and closure of the investigation.

Upon completion of the investigation, Green Dot will communicate its conclusion as soon as practical. If Green Dot determines that this policy has been violated, remedial action will be taken, commensurate with the severity of the offense, up to and including termination of employment. Appropriate action will also be taken to deter any such conduct in the future.

The Federal Equal Employment Opportunity Commission (EEOC) will accept and investigate charges of unlawful discrimination or harassment at no charge to the complaining party. Information may be located by visiting the agency's website at www.eeoc.gov.

Protection Against Retaliation

Employees' notification to Green Dot is essential to enforcing this policy. Retaliation is prohibited against any person by another employee or by Green Dot for using Green Dot's complaint procedure, reporting proscribed discrimination or harassment or filing, testifying, assisting or participating in any manner in any investigation, proceeding or hearing conducted by a governmental enforcement agency. Prohibited retaliation includes, but is not limited to, termination, demotion, suspension, failure to hire or consider for hire, failure to give equal consideration in making employment decisions, failure to make employment recommendations impartially, adversely affecting working conditions or otherwise denying any employment benefit.

Any employee determined to be responsible for violating this policy will be subject to appropriate disciplinary action, up to and including termination. Moreover, any employee, supervisor or manager who condones or ignores potential violations of this policy will be subject to appropriate disciplinary action, up to and including termination.

III.C. Whistleblower Policy

Green Dot requires its Board of Directors, Board designees, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities. As Green Dot representatives, such individuals must comply with all applicable laws, regulations, and Green Dot policies and procedures. The purpose of this policy is to maintain an ethical and open work environment, and to encourage and enable directors, officers, employees, and volunteers to raise serious concerns about the occurrence of illegal or unethical actions before turning to outside parties for resolution.

All Green Dot Board of Directors members, Board designees, employees, and volunteers are responsible for reporting any action or suspected action taken within Green Dot that is illegal, unethical, or violates any adopted Green Dot policy or procedure. Anyone reporting a violation must act in good faith, without malice to Green Dot or any individual, and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who, in good faith, reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or an adverse employment action.

All Green Dot Board of Directors members, Board designees, employees, or volunteers who desire to make a report should provide a clear and concise statement of the alleged improper act and what evidence exists to confirm the claimant's statement. The report should be made to Green Dot's Human Resources Department or other appropriate manager. The report and identity of the claimant shall remain confidential to the extent

possible. Whistleblowers should be cautioned that their identity may become known for reasons outside the control of Green Dot.

Upon receiving a report, and prior to any such potential investigation, Green Dot will evaluate the report to determine whether it has enough potential merit to warrant an investigation. Depending upon Green Dot's initial findings, Green Dot may conduct an investigation into the facts alleged in the complaint to determine whether an act occurred that violates applicable laws, regulations, and/or Green Dot policies and procedures.

III.D. Internal Complaint Policy

Green Dot believes that if an employee has a question, suggestion, or complaint, the employee should first discuss this with his/her immediate supervisor. If the issue is not resolved, or if the employee is uncomfortable discussing the issue with his/her immediate supervisor, the employee may present the problem to the Human Resources Department at (323) 565-1607 or Green Dot Tennessee's Human Resources department at tn.hr@greendot.org or 901-881-5956. Information obtained from complainants will remain as confidential as possible and appropriate, but absolute confidentiality cannot be assured. In conjunction with Green Dot's Whistleblower Policy, complainants are protected against retaliation as a result of the filing of any complaints or participation in any complaint process. Ultimately, it's Green Dot's goal to identify a reasonable solution in accordance with the policy and the context of the situation.

The following procedure does not guarantee that every issue will be resolved to each employee's satisfaction. However, Green Dot values its employees' observations and encourages its employees to raise issues of concern, in good faith, without the fear of retaliation (in conjunction with Green Dot's Whistleblower Policy).

Notification

This policy is intended to address complaints filed by employees with the employee's supervisor or Green Dot's Human Resources Department.

Procedures

Depending on the nature of the complaint, the complainant will be provided information concerning the applicable policy and procedures to be followed. If there is no applicable policy or procedures, Green Dot shall encourage, and shall assist, the complainant to seek an informal resolution of the issues. If this is not possible due to the nature of the complaint or if informal resolution has been unsuccessfully attempted, Green Dot shall undertake a responsible inquiry into the complaint to ensure it is reasonably and swiftly addressed. When appropriate, Green Dot will obtain a written statement from the complainant.

If the complainant files a written complaint and no other policy or procedure is applicable, the Principal (or designee) or Human Resources Department, and Chief Executive Officer/Executive Director (or designee), shall abide by the following process:

- After receipt of the complaint, Green Dot shall use its best efforts to investigate the matter by speaking with the parties identified in the complaint and to ascertain the facts relating to the issue/dispute and the positions of all parties.
- In the event that Green Dot finds that a complaint is valid, appropriate disciplinary action may be taken. As appropriate, Green Dot may also simply instruct employees regarding their conduct without initiating disciplinary measures.

- In the event that Green Dot finds that the complaint would best be resolved through a meeting of all parties, such a meeting shall be called and the Chief Executive Officer/Executive Director (or designee) shall attempt to mediate the dispute among the parties. In the event that mediation is not appropriate or the mediation is unsuccessful, the Chief Executive Officer/Executive Director (or designee) shall respond to the complaint and provide all parties with a written statement indicating Green Dot's findings and resolution of the complaint.

Green Dot's decision relating to the complaint shall be final unless it is appealed to the Board of Directors of the Green Dot entity by which the complainant is employed. In the event a party wishes to appeal the decision, he/she shall submit a written request for the Board of Directors to hear the appeal to the Chair of the Board of Directors within five (5) business days of Green Dot's decision. The Chair of the Board of Directors shall schedule a hearing before an ad hoc committee, or otherwise appropriate committee, of the Board of Directors, which may review and modify the decision as it deems appropriate. Such proceedings shall typically be conducted in closed session due to the potential for disciplinary action to be taken against an employee, unless the employee requests otherwise, or there is no potential for disciplinary action to be taken. The decision of the Board of Directors shall be final.

III.E. Child Abuse Reporting (Mandated Reporting)

Green Dot is committed to the well-being and safety of its students. Green Dot recognizes that child abuse and neglect has severe consequences and that it has a responsibility, in alignment with applicable law, to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. Although all Green Dot employees may not be mandated reporters, as defined by law and administrative regulation, this policy applies to all Green Dot employees, including part-time, temporary, and seasonal employees whose employment exceeds six weeks from the first date of paid service. Volunteers, unless required by law, are not required to adhere to this policy, but Green Dot may make available training regarding the reporting duties of mandated reporters to volunteers whose duties required continued direct contact or supervision of children.

Employees to whom this policy applies are obligated to report all known or suspected incidents of child abuse and neglect. Such employees shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

All Green Dot employees are required to participate in training within the first six (6) weeks of employment and on an annual basis for the length of their employment thereafter. However, a lack of training does not excuse any mandated reporter from any applicable duty under law to report suspected child abuse and neglect.

Child Abuse Reporting Procedures

An employee suspecting child abuse/neglect must immediately, or as soon as practically possible, report such suspicions to an appropriate child protective agency or the local law enforcement department serving the school per applicable state law. The employee will also inform his/her supervisor.

Prohibited Actions

- Never contact the child's or the alleged perpetrator's parent/guardian if indicators point to possible abuse or if abuse is suspected prior to making a report.
- Never conduct an investigation of any kind once abuse or neglect is suspected or prior to making a report.

- No removal or arranging of any clothing is permitted to provide a visual inspection of the underclothing, breast, buttocks, or genitalia of a pupil.

Consequences for False Reporting/Failure to Report

- A violation of Green Dot policies may lead to disciplinary action, up to and including suspension, demotion, and/or termination.
- Generally, school employees are immune from civil and criminal liability when reporting suspected child abuse as required by law.
- A violation of the law (e.g., making a false report) and/or failure to report suspected child abuse varies from state to state but may include a misdemeanor, imprisonment, and/or a monetary fine.

Tennessee Child Abuse Reporting Procedures and Agencies

If an employee knows or reasonably suspects that a Green Dot student has been abused, the employee shall immediately report the suspicion to the student's principal and:

- A judge having jurisdiction over the child;
- The Department of Children's Services ("DCS") local staff, or utilization of DCS Centralized Intake Process (877) 237-0004 or visit their website at <https://apps.tn.gov/carat/>;
- A Sheriff in the county where the child resides; or
- A chief law enforcement officer in the municipality where the child resides.

Within 24 hours of a report of abuse being made, the principal or the principal's designee shall contact the parent or legal guardian in coordination with DCS, pursuant to state law (T.C.A. 37-1-403; 37-1-605). The parent or legal guardian should not be notified if there is reasonable cause to believe that individual is responsible for the abuse. Additional information can be found at <http://www.tn.gov/youth/childsafety.htm>.

Possible Indicators of Abuse and Neglect

- The child has repeated injuries that are not properly treated or adequately explained.
- The child begins acting in unusual ways ranging from disruptive and aggressive to passive and withdrawn.
- The child acts as a parent toward his or her brothers and sisters or even toward their own parents.
- The child may have disturbed sleep (nightmares, bed wetting, fear of sleeping alone, and needing nightlight).
- The child loses his/her appetite, overeats or may report being hungry.
- There is a sudden drop in school grades or participation in activities.
- The child may act in ways that are developmentally inappropriate, such as sexual behavior that is not normal for his/her age group.
- The child may report abusive or neglectful acts.

Note: The above signs can indicate something is wrong but do not necessarily indicate abuse or neglect.

IV. BUSINESS ETHICS AND STANDARDS OF CONDUCT

IV.A. Code of Conduct

The following conduct is prohibited and will not be tolerated by Green Dot. This list of prohibited conduct is illustrative only and applies to all employees of Green Dot; other types of conduct that threaten security, personal safety, student and employee welfare and Green Dot operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees.

- Poor or unsatisfactory performance
- Failing to respond in a timely manner to communications received in the ordinary course of business.
- Discourteous or disrespectful treatment of others, including Green Dot employees, parents, students or stakeholders.
- Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
- Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
- Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on Green Dot property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
- Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of Green Dot property.
- Fighting or instigating a fight on Green Dot premises.
- Violations of the drug and alcohol policy.
- Using or possessing firearms, weapons or explosives of any kind on Green Dot premises, unless otherwise allowed by applicable law.
- Gambling on Green Dot premises.
- Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
- Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
- Use of profane, abusive or threatening language in conversations with other employees, parents, students, or stakeholders and/or intimidating or interfering with other employees.
- Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
- Unauthorized use of Green Dot equipment, time, materials, or facilities.
- Unprofessional conduct.
- Violating any safety, health, security, or School policy, rule, or procedure, or engaging in any conduct which risks injury to the employee or others.
- Engaging in conduct which constitutes a material conflict of interest.
- Excessive absenteeism or tardiness excused or unexcused.
- Posting any notices on Green Dot premises without prior written approval of management, unless posting is on a Green Dot bulletin board designated for employee postings.
- Immoral or indecent conduct.
- Conviction of a criminal act.

- Engaging in sabotage or espionage (industrial or otherwise).
- Violations of the unlawful harassment, discrimination, or retaliation policy.
- Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
- Sleeping during work hours.
- Release of confidential information without authorization.
- Any other conduct, whether during work hours or not during work hours, that is detrimental to other employees or Green Dot's interests or its efficient operations.
- Refusal to speak to supervisors or other employees.
- Dishonesty.
- Failure to maintain appropriate credential(s) required for the position.
- Abandonment of position.

IV.B. Alcohol, Smoking and Drug Use Policy

Smoke-Free Workplace

In compliance with applicable law, Green Dot prohibits smoking in the workplace. Additional requirements dictate that Green Dot school grounds remain entirely smoke-free environments. For the purposes of this policy, "school grounds" means and includes land, portions of land, structures, buildings, and vehicles when used for the provision of academic or extracurricular programs, and structures that support these buildings, including, but not limited to administrative buildings, kitchens, maintenance shops, and garages. "Land" includes parking lots, sports fields, playgrounds and quads. Any violation or disputes arising under this policy should be reported to Green Dot's Human Resources Department.

Alcohol and Drug-Free Workplace

Green Dot desires to maintain a working environment that is free of the problems associated with the abuse and/or inappropriate use of controlled substances listed in Schedules I through V of § 202 of the Federal Controlled Substances Act, 21 U.S.C. § 812 ("Controlled Substances"), intoxicants, or alcohol. The abuse and/or inappropriate use of controlled substances, intoxicants, or alcohol is inconsistent with the behavior expected of employees or others on Green Dot property and subjects the organization and employees to unacceptable risks of workplace accidents and other events that undermine Green Dot's ability to operate effectively and safely.

Therefore, no employee may use, possess, distribute, sell, transport, solicit, or be under the influence of alcohol, or Controlled Substances during work hours, while on Green Dot premises, and/or while conducting business-related activities anywhere. Consumption of alcohol during working hours is prohibited.

If management reasonably suspects that any associate is under the influence of alcohol or a Controlled Substance while at work (e.g., exhibiting bleary eyes, staggering, slurred speech, smell of alcohol), or that an employee is otherwise violating this policy, the employee may be required to undergo and pass a drug or alcohol screening before being allowed to return to work, subject to applicable law.

Any employee who is taking a prescribed medication that may adversely affect the ability to perform assigned duties safely must inform Green Dot's Human Resources Department. Employees will not be required to disclose the name of the medication or the medical reasons for taking the medication. If there is any question concerning the ability to performing assigned duties safely, the employee will be assigned other work, if, in the sole discretion

of management, such duties are appropriate and available, or you will be sent home. Green Dot will comply with all reasonable accommodation requirements.

Employee Assistance Program

When it is determined that an associate is suffering from an alcohol or drug abuse problem, efforts will be made to assist the employee using available resources. Any Green Dot efforts to assist employees do not, however, otherwise preclude Green Dot from administering discipline to associates who are found to be in violation of this Alcohol and Drug-Free Workplace Policy, up to and including termination from employment. In addition to overall support personal and professional matters, Green Dot's Employee Assistance Program ("EAP") assists employees with drug/alcohol related problems in finding effective treatment. Employees with such problems are encouraged to voluntarily seek assistance under EAP or other available programs. In certain circumstances, Green Dot may make a referral to its EAP, or similar mental health or addiction counseling provider, as a condition of their continued employment.

Should an employee wish to utilize EAP's services, he/she can contact a Resource Advisor by calling **800-999-7222** or visit anthemEAP.com (enter Company Code: Green Dot Public Schools).

Notification of Conviction for Drug-Related Offense

Employees who are convicted of drug-related violations under either state or federal law which occurred on Green Dot property or during working hours, or who have plead guilty to any such violation must, in writing, notify Green Dot's Human Resources Department within five (5) days of such conviction or guilty plea. Any employee who fails to give such written notice within the five (5) day period may be terminated.

Protection for Disabled Persons

Employees with past substance abuse may be deemed to be a disabled individual under the Americans with Disabilities Act ("ADA") and/or applicable state laws. In addition, where an employee successfully completes a rehabilitation program as required by this Alcohol and Drug-Free Workplace Policy, the employee may also be considered a disabled person for purposes of these same federal and state laws. Under these circumstances, the applicant/employee will be afforded all rights and protections of the ADA and pertinent state law. Whether an individual is disabled within the meaning of controlling federal or state laws and, if so, the protections to which he/she is entitled are technical questions which must be answered on the basis of the facts in each, individual instance. An individual who has a past history of drug use and/or alcohol abuse cannot be denied a job on that basis alone.

IV.C. Professional Boundaries: Staff/Student Interaction Policy

Green Dot recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest learning environment possible.

Professional Boundaries

This policy is intended to guide all Green Dot employees in conducting themselves in a way that reflects the high standards of behavior and professionalism required of employees who interact with students and to specify the boundaries between students and staff. Trespassing the boundaries of a student/staff relationship is deemed an abuse of power and a betrayal of public trust.

Although this policy gives specific, clear direction, it is each employee's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?" Some activities may seem innocent from an employee's perspective, but can be perceived as inappropriate from a student or parent point of view. The objective of providing the examples of acceptable and unacceptable behaviors listed below is not to restrain innocent, positive relationships between employees and students, but to prevent relationships that could lead to, or may be perceived as, sexual or other misconduct. Employees must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes.

Examples

Examples of Unacceptable Behaviors (Violations of This Policy) Absent Extraordinary Circumstances (e.g., a familial relationship)

- Giving gifts to an individual student that are of a personal and intimate nature.
- Kissing of any kind.
- Any type of unnecessary physical contact with a student in a private situation, including hugging a student.
- Intentionally being alone with a student away from the school.
- Cursing or making or participating in inappropriate comments related to sex, sexual orientation, race, or other characteristic protected by law.
- Failing to intervene when students curse or make inappropriate comments related to sex, sexual orientation, race, or other characteristic protected by law.
- Seeking emotional involvement with a student for your benefit, including involving students in adult issues.
- Listening to or telling stories that are sexually oriented.
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Allowing students in your home.
- Sending emails, text messages, posts, or letters to students if the content is not about school activities.
- Giving students a ride to/from school or school activities.
- Being alone in a room with a student at school with the door closed.
- Remarks about the physical attributes or development of anyone.
- Excessive attention toward a particular student.

Examples of Acceptable and Recommended Behaviors

- Getting school and parental written consent for any after-school activity.
- Obtaining formal approval (using the Green Dot Transportation Policy and Guidelines) to take students off school property for activities such as field trips or competitions.
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- Keeping the door open when alone with a student.
- Keeping reasonable space between you and your students.
- Stopping and correcting students if they cross your own personal boundaries.

- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- Involving your supervisor if conflict arises with the student.
- Informing your principal about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- Asking another staff member to be present when you must be alone with a student.
- Giving students praise and recognition without touching them.
- Pats on the back, high fives and handshakes are acceptable.
- Keeping your professional conduct a high priority.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to the school administrator or his/her immediate supervisor for Home Office employees. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and report thoroughly the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Use of Electronic Media by Staff to Communicate with Students

Although Green Dot employees enjoy free speech rights guaranteed by the First Amendment to the United States Constitution, certain types of communication, typically by virtue of their subject-matter connection to campus, may relate enough to school to have ramifications for the author or subject at Green Dot. Knowing participation by Green Dot employees with students in social media (e.g., Facebook, Snapchat, Twitter, Instagram, video games) or other similar means can lead to violations of the following that may result in disciplinary action, up to and including termination from employment from Green Dot:

- Use of personal technology for non-Green Dot business should be limited to off-duty time and designated breaks.
- Any participation by any Green Dot employee with students, including through the use of electronic media or technology, should always be limited to school business.
- Green Dot employees must maintain a clear distinction between their personal social media use and any Green Dot-related social media sites.
- Green Dot employees' social networking profiles, personal blogs, or other personal online platforms should not be linked to Green Dot students' online profiles.
- Green Dot employees shall not invite students to join social networks unless authorized by Green Dot.
- When in doubt about contacting a Green Dot student during off-duty hours using either Green Dot-owned communication devices, network services, and Internet access route or those of the employee, employees must begin by contacting the student's parent(s) or legal guardian(s) through their phone number registered with Green Dot.

Green Dot employees must be mindful that any Internet information is ultimately accessible to the world. To avoid jeopardizing their professional effectiveness, employees are encouraged to familiarize themselves with the privacy policies, settings, and protections on any social networking websites to which they choose to subscribe

and be aware that information posted online, despite privacy protections, is easily and often reported to administrators or exposed to Green Dot students. Before employees create or join an online social network, they should ask themselves whether they would be comfortable if a 'friend' decided to send the information to their students, the students' parents, or their supervisor.

IV.D. Dress Code

A large part of the image that Green Dot's schools project to the public, clients, visitors, and vendors is through its employees. Green Dot does not have an explicit dress code; however, it asks all employees to dress appropriately.

Employees must use good judgment in determining what types of clothing are considered appropriate attire. Clothing should be professional, clean and neat in appearance at all times. Hairstyles, make-up, grooming, and personal hygiene should be reasonable and in accordance with customary business practices. An employee's personal grooming, hygiene, hair style and clothing should not distract from the learning or working environment, nor should it offend students, parents, or other staff members. Green Dot will take appropriate and reasonable measures to accommodate all employee requests relating to dress code issues, including requests for religious, gender identity, disability and medical reasons. Any request for accommodation relating to the dress code should be directed in advance to Human Resources. If an employee believes these guidelines are implemented in a discriminatory manner, the employee must immediately report this to Human Resources.

Each school's administration may specify particular dress code requirements, including, but not limited to, close-toed shoes, business casual attire, and school specific items. Please see your school staff handbook or administrator for more information.

IV.E. Public Relations Policy

Green Dot believes in freedom of the press and does not have an explicit policy on how its employees should interact with the media. If you receive a request from the media, employees are asked to refer the matter to Green Dot's Director of Communications, School Principal, or Chief Executive Officer/Executive Director for guidance. Green Dot requires its employees to not make statements or representations on behalf of Green Dot or any of its schools without Green Dot's advance written consent. Furthermore, employees are expected to use their best judgment if authorized to speak with media and are to be aware that their statements may be construed as not just representing themselves, but the entire Green Dot organization.

IV.F. Proprietary and Confidential Information

Green Dot protects the private information of its students, its staff, and their families. This includes, but is not limited to, information found in student lists, student cumulative files, student health files, student individualized education programs, personnel files, and computer records. In addition, federal law prohibits student information from being disseminated except under certain limited conditions. (FERPA, 20 U.S.C. §1232g, 34 CFR Part 99).

Employee personal information is also confidential and may not be discussed with anyone other than the employee's supervisor or Green Dot's Human Capital or Human Resources Departments.

Other records not subject to public disclosure pursuant to any applicable law shall not be shared. If an employee is unsure of the proprietary nature of information, he/she is encouraged to consult his/her supervisor or a member of the Green Dot's Human Resources Department. Green Dot employees may be subject to disciplinary action, up to and including termination, for violating this section.

With the exception of the above, Green Dot feels that sharing knowledge with other charter organizations, school districts, and other parties interested in the greater good is central to its goal of widespread educational reform and to its responsibilities as a not-for-profit organization that receives charitable and public funds. Green Dot has often shared its documents, policies, processes, and best practices with other organizations. The generosity of others helped Green Dot become what it is today, and this spirit of openness is at the core of Green Dot.

IV.G. Telecommuting

Definition of Telecommuting

Telecommuting occurs when a full-time Green Dot Home Office employee works at a location other than a Green Dot location (e.g., a Green Dot Home Office or school site) or Green Dot-authorized activity.

Purpose and Intent

The purpose of this telecommuting policy is to further Green Dot's commitment to a collaborative and positive work environment by allowing its employees to telecommute when authorized by their immediate supervisor. Green Dot highly values in-person communication and interaction, but also supports telecommuting to improve productivity and workplace flexibility, to attract and retain a diverse and talented work force, and to reduce costs. Green Dot intends for telecommuting to occur for brief periods and not on a continuous basis.

Green Dot provides a generous amount of paid time off ("PTO") and holiday vacation time to create a work-life balance. To attain this balance, Green Dot strongly encourages its Home Office employees to use PTO as a means to attend to personal matters or vacation, and not to perform job duties.

Application

This telecommuting policy only applies to Green Dot's full-time Home Office employees (whose work year consists of approximately 260 days).

This telecommuting policy does not apply to Home Office employees who have been offered the ability to telecommute as a result of providing a reasonable accommodation for a qualified individual with a disability.

Example for what telecommuting may be used:

- Short-term project with an impending deadline.

Examples for what telecommuting cannot be used:

- Attending to a sick child or family member.
- Attending to household maintenance and service.

Policy

Telecommuting is neither an entitlement nor an employee benefit, and in no way changes the terms and conditions of employment with Green Dot, including, but not limited to, the professional work day (i.e., a minimum eight-hour work day that closely aligns with Green Dot schools' schedules).

Prior to telecommuting, an employee must obtain authorization from his/her immediate supervisor.

Telecommuting employees must maintain the high standards of productivity and efficiency as expected for typical full-time employment. An employee's failure to comply with any of the requirements of this telecommuting policy may result in the immediate cessation of any telecommuting agreement. Immediate supervisors are responsible for ensuring that such high standards are maintained by telecommuting employees.

Telecommuting employees must be accessible to Green Dot by telephone, e-mail, or otherwise within a reasonable time period.

Telecommuting employees will continue to accrue PTO and other related benefits at the same rate as when not telecommuting. To utilize PTO on a scheduled telecommuting work day, employees must contact their immediate supervisor as soon as practicable after the need to use the PTO is known. Utilization of PTO shall be in accordance with the "Sick Leave and Paid Time Off" policy in this Handbook.

Telecommuting employees who are not exempt from the overtime requirements of applicable law must record all hours worked in a manner designated by Green Dot. Hours worked in excess of those specified per day and per work week, in accordance with applicable law, will require advance approval by the employee's immediate supervisor.

Telecommuting employees are subject to the same Green Dot policies regarding the use of Green Dot property/equipment and services while working from a Green Dot location. Telecommuting employees must maintain appropriate care and security of any and all Green Dot property/equipment used while telecommuting.

Telecommuting employees will be covered by workers' compensation for all job-related injuries occurring while telecommuting during their defined work period. Green Dot is not responsible for maintaining a safe and ergonomic working environment, including the work area, bathroom, and other areas that may be necessary for working while telecommuting. Workers' compensation will not apply to non-job-related injuries that occur while telecommuting. Telecommuting employees also remain responsible for injuries to third parties and/or members of the employee's family on the employee's premises or otherwise. Green Dot will not be responsible for injuries to third parties or members of a telecommuting employee's family that occur on the employee's premises or otherwise. In the event of a job-related incident, accident, or injury during telecommuting hours, the employee shall report the incident to his/her immediate supervisor as soon as practicable, and follow established procedures to report and investigate workplace incidents, accidents, or injuries. The employee must allow inspections of the telecommuting workplace conducted by Green Dot or its agent if a job-related incident, accident, or injury has occurred.

Outside Employment:

Employees are permitted to work a second job as long as it does not interfere with their job performance with Green Dot. Employees with a second job are expected to work their assigned schedules at Green Dot. A second job will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel, or refusal to work overtime or different hours.

If outside work activity causes or contributes to job-related problems, it must be discontinued, or the employee may be subject to disciplinary action, up to and including termination.

IV.H. Student Transportation Policy and Guidelines

Green Dot is committed to transporting students safely and recognizes that, in addition to general busing of students by Green Dot approved licensed bus drivers, situations arise that require student transportation by the authorized staff of Green Dot. Such situations include transportation of students for:

- Green Dot or school-sponsored field trips, excursions, or other extracurricular activities (e.g., athletic competitions); and
- Compelling circumstances (e.g., an emergency situation reasonably requiring action to help ensure student safety and/or health). Should compelling circumstances exist, an employee of Green Dot and/or its schools shall: (1) attempt to contact the student's parent or guardian for permission to transport a Green Dot student in his/her personal vehicle; and (2) receive permission from the school principal or designee to transport a Green Dot student in his/her personal vehicle.

Without preventative measures, the foregoing situations may expose Green Dot to potential legal liability. Unconventional transportation arrangements (e.g., staff driving students home after an extracurricular activity), or students being left on or near campus without transportation, elevate the risk of liability to Green Dot.

To help avoid such liability, employees of Green Dot shall not transport students in their personal vehicles unless, prior to driving students, the:

- Student's parent has completed the *Transportation Permission and Release of Liability Form* and returned it to the student's school of attendance; and
- The driver has completed the *Employee Driver Agreement*, which has been approved by Human Resources. (The driver shall follow all instructions delineated in the *Employee Driver Agreement* to obtain permission to transport a Green Dot student and adhere to all terms contained therein.)

To determine quickly whether a student is permitted to be transported by a Green Dot employee, and whether a potential driver is authorized to transport a Green Dot student, the completed Transportation Permission and Release of Liability Form, and the *Employee Driver Agreement* shall be kept on file at the student's school of attendance and the employee's assigned school, respectively.

IV.I. Violence Prevention Policy

Green Dot is committed to providing a safe environment for its employees and students. Violent behavior, threats of violence, or physical intimidation will not be tolerated in Green Dot's workplace. Green Dot has numerous safety procedures in place, including sign-in procedures requiring visitors to sign in and out at the schools.

Green Dot recognizes that workplace violence is a growing concern at schools and offices across the country. Therefore, Green Dot is committed to providing a safe, violence-free workplace and school environment. In this regard, Green Dot strictly prohibits employees, students, volunteers, parents, consultants, customers, visitors, stakeholders, or anyone else on Green Dot premises or engaging in a Green Dot-related activity from behaving in a violent or threatening manner. Moreover, as part of this violence prevention policy, Green Dot seeks to prevent

workplace violence before it begins and reserves the right to deal with behavior that suggests a propensity towards violence even prior to any violent behavior occurring.

Any employee who witnesses or is the recipient of violent behavior must promptly inform their supervisor, manager, Green Dot's Human Resources Department, or dial 911 in the event of an emergency. All threats will be promptly investigated by Green Dot's Human Resources Department or designee and appropriate remedial action will be taken. No employee will be subject to retaliation, intimidation, or discipline as a result making a good-faith report pursuant to this Violence Prevention Policy. Depending on the circumstances, Green Dot may be obligated to report incidents to external agencies (e.g., law enforcement). Green Dot's policy is to comply fully with its reporting obligations in all cases.

Any individual engaging in violence against Green Dot's employees or its property may be prosecuted to the full extent of the law. Any such act or threatening behavior may result in disciplinary action up to and including termination.

V. FINANCE AND ACCOUNTING POLICIES

V.A. Payroll

Green Dot's pay periods run from the 1st to the 15th of each month and the 16th to the end of each month. Paychecks are issued semi-monthly on the 10th and 25th of each month unless those days fall on a weekend or holiday, in which case checks will be distributed on the preceding business day. All employee payroll amounts are calculated based upon approved rates included in the employee's personnel file. Any changes to pay rates or benefits must be properly initiated and authorized using the designated process in Green Dot's Human Resources Information System ("HRIS", e.g., Workday).

If for any reason, an employee receives the incorrect amount of pay, Green Dot will handle each situation as follows:

- If an employee is materially underpaid (i.e., gross adjustment due is in the amount of \$100 or more) due to erroneous processing by Payroll or due to submission of incorrect information by managers/administrators, then a manual check will be issued as soon as possible.
- If an employee is overpaid due to erroneous processing by Payroll or due to submission of incorrect information by the employee/managers/administrators, then a repayment arrangement will be negotiated with that employee to repay the overpayment to Green Dot. The employee will agree, in writing (e-mail is acceptable), that deductions from future pay checks meet with his/her approval. Repayments to Green Dot should be completed by the end of the fiscal year. An employee's refusal to comply with this policy may result in disciplinary action up to and including termination. Any employee who believes that he/she has been paid incorrectly must notify Human Resources immediately.

Direct Deposit

All Green Dot employees are encouraged to sign up for direct deposit and can do so on their own throughout their employment via Green Dot's HRIS, Workday.

Payroll Deductions

In compliance with applicable law, Green Dot will make only required or authorized deductions from employees' wages. The following deductions, if applicable, will be made from employees' gross wage payments:

- Deductions to pay the employee portion of local, state and federal taxes.
- Deductions required pursuant to a withholding order for support, an earnings assignment order, an earnings withholding order or other similar court order.
- Deductions required pursuant to a wage garnishment order.
- Other deductions authorized in writing by the employee, including deductions to cover insurance premiums or payments for other employee benefits.

All deductions will be itemized on employees' paycheck stubs. Employees with questions regarding any deductions taken from their paychecks should immediately contact Green Dot's Payroll Manager.

All Green Dot employees are subject to normal state and federal pay deductions (e.g. taxes, social security, Medicare) per applicable law. Please see Payroll and Benefit Parameters set by the United State Internal Revenue Service ("IRS") and your state of employment for the most recent calendar year for further details.

Additional payroll deductions (e.g., retirement, benefits) may be withheld and deposited in a timely manner, if applicable.

In the event an employee has a scheduled deduction, but does not receive a paycheck in an amount to cover the deduction, the deduction will accumulate. Such accumulated balance, which shall be made available to review by the employee in Green Dot's HRIS, will be deducted from the employee's immediately following paycheck(s), in full, until the accumulated balance equals zero (\$0.00). All normal deductions will also occur in addition to the deductions of the accumulated balance. Upon an employee's termination from employment with Green Dot, the full balance of the accumulated balance will be deducted from his/her final paycheck and any shortfall will be paid by the employee to Green Dot. Additionally, deductions for health benefits that result in the employee earning less than minimum wage is allowable as long as the employee has voluntarily elected such benefits.

Time Entry for Hourly Employees

Hourly employees will log their worked time, including meal and rest periods taken, by using the check in and check out feature in Workday. Hourly employees will attest that the hours logged through the check in/check out process are accurate and complete by using the submission process in Workday.

Submission of time is due on the 15th and the last day of each month. If the 15th or the last day of the month is not a business day, time may be submitted earlier, for example, the last day worked in the pay period. Supervisors will approve submitted time by the 1st and the 16th of each month. If the 1st or the 16th is not a business day, the approval is due the next business day.

Request Time Off

Each employee is responsible for reporting his/her time off through Workday. Submitted time off is approved by the employee's supervisor. Supervisors are responsible for ensuring that all time off is entered in Workday. If an employee does not enter their time off in Workday, the supervisor (or his/her designee for this process) may enter the employee's time off in Workday. Time off will be submitted and approved by the 1st and 16th of each month. Please refer to the "Sick Leave and Paid Time Off" policy in this handbook for more details. Failure to report absences in Workday may result in disciplinary action, up to and including termination.

Stipends

From time to time, a stipend may be offered to an employee for specific services rendered that fall outside his/her normal role and responsibilities. Stipends are subject to all state and federally required taxes and other deductions.

Stipends for Volunteers

Stipends may also be offered to eligible volunteers. To ensure volunteers receive their stipend, the required paperwork must be submitted to Human Resources. Subsequently, Accounts Payable will process the stipend and provide it to the volunteer.

Overtime

Generally, teachers and administrators are exempt. Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Non-exempt employees may be required to work beyond the regularly scheduled work day or work week as necessary. Only actual hours worked in a given work day or workweek can apply in calculating overtime for non-exempt employees. Green Dot provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal laws. All overtime work must be pre-approved by the employee's supervisor. If an employee works overtime without pre-approval, he/she will be compensated for that time in accordance with applicable law. That said, he/she could be subject to discipline, up to and including termination, should he/she continue to work overtime without prior approval.

For purposes of calculating hours worked and overtime pay, the Green Dot work week begins each Monday at 12:01 a.m. and ends on Sunday at midnight. The Green Dot work day begins at 12:01 a.m. and ends at midnight twenty-four (24) hours later.

For employees subject to overtime, all hours worked in excess forty (40) hours in one work week (Monday-Sunday) shall be treated as overtime and shall be paid at a rate of one and one-half times the employee's regular rate of pay. For overtime purposes, holiday pay is not considered hours worked during the work week.

On a monthly basis, Payroll data encompassing regular time and overtime incurred in the period is provided to the appropriate Home Office Budget Director/Manager or Home Office department head. The data is reviewed for reasonableness and discussed with appropriate administrators and department heads as necessary.

Meal and Rest Periods

It is important to Green Dot that all employees take daily rest time away from their work areas. Green Dot offers fully functional break rooms at all work locations to allow a place for employees to rest and eat during their breaks.

Any employee will be provided an uninterrupted unpaid meal period of at least 30 minutes if he/she is scheduled to work six hours consecutively. He/she must clock out for the meal period. He/she will be permitted a reasonable opportunity to take this meal period, and he/she will be relieved of all duty. During his/her meal period, he/she is free to come and go and is free to leave the premises. He/she is expected to return to work promptly at the end of any meal period.

Recording Meal and Rest Periods

All non-exempt employees must clock out for any meal period and record the start and end of the meal period. Employees are not allowed to work "off the clock." Such employees must report all work time accurately on their time record. If, for any reason, an employee is not provided a meal period in accordance with this "Meal and Rest Periods" policy, or if any such employee is in any way discouraged or impeded from taking his/her meal or rest periods or from taking the full amount of time allotted, the employee must immediately notify his/her supervisor, manager or Green Dot's Human Resources Department. Anytime that a meal period was missed that should have been provided (or any portion of a provided meal or rest period is worked), the employee must report to his/her immediate supervisor and document the reason for the missed meal or rest period or time worked. Refusal of an employee to take a meal period can result in disciplinary action up to and including termination.

Lactation Accommodation

Green Dot accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run

concurrently with break time already provided to the non-exempt employee shall be unpaid and must be documented by the employee for time-tracking/payroll purposes.

Green Dot will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Summer Savings –Transferring to a Non-Teaching Position

"Summer Savings" is a method by which teachers and counselors can receive 24 paychecks during a fiscal year by allowing Green Dot to withhold a portion of each paycheck during the 23 pay periods per fiscal year; the balance of which is paid to the teacher/counselor, in full, in July after the conclusion of the fiscal year in which the funds were withheld. Teachers who transfer to a non-teaching position (e.g., from a school to a Home Office) will receive a payout of any Summer Savings balance in their final paycheck before transferring to the new position.

V.B. Consultants and Independent Contractors

An individual not employed by Green Dot who performs a service for the organization may be considered a consultant or an independent contractor. In order to preserve the nature of the principal and consultant/independent contractor relationship, several requirements should be met before contracting with a third-party. In particular, consultants/independent contractors should:

- be free from Green Dot's control and direction in performing the service, both under a contract and in fact;
- provide a service that is outside Green Dot's usual expertise;
- be engaged in an independent trade, occupation, profession or business of the same type;
- not receive any fringe benefits directly, although their fee may include a provision for fringe benefits;
- not be assigned a permanent workstation or Green Dot equipment;
- use his/her own invoice in billing for services; and
- provide proof of appropriate insurance.

Independent contractors and consultants are not entitled to any of the benefits that Green Dot provides its employees, including, but not limited to, workers' compensation, disability insurance, leaves of absence, vacation, or sick leave. Consultants and independent contractors are responsible for providing disability, workers' compensation, or other insurance as well as licenses, credentials, and permits usual or necessary for performing the applicable services.

Under no circumstances shall Green Dot be considered or interpreted to be a consultant's or an independent contractor's employer, partner, agent, or principal for any purpose.

Prior to services being rendered, Green Dot's Human Resources Department must be contacted to develop a written engagement agreement. The use of consultants and independent contractors are closely monitored so as not to vary from the rules of applicable law. The drafting of all contracts for consultants and independent contractors should be based on the standard contract template jointly developed by Green Dot's Human Resources and Legal Departments. Any significant changes to the standard template should be reviewed by Green Dot's appropriate administrators and Legal Department before the execution of the contract to limit Green Dot's exposure to liability or legal action.

Additionally, independent contractors are required to follow the criminal background checks and tuberculosis testing requirements as outlined in this Handbook prior to completing the contracting process. Once cleared to begin work, independent contractors are required to submit written, detailed invoices for payments which are processed through the Green Dot's Accounts Payable Department.

Conflicts of Interest – Employee-Vendor Relationships

Green Dot adheres to its Conflict of Interest Code and/or Policy. Green Dot attempts to avoid preferential treatment in purchasing goods and services by separating employees' personal interests from the interests of Green Dot. Current Green Dot employees cannot sell goods or services as independent contractors to Green Dot. An employee-vendor relationship is any relationship between a Green Dot employee and a proposed vendor that might create a conflict of interest. An employee-vendor relationship exists when a family relationship exists between the person involved in the selection of the vendor and the proposed vendor. Examples of employee-vendor relationships include:

- A Green Dot employee acts as a vendor to sell goods or services to Green Dot.
- A Green Dot employee buys goods or services for Green Dot from a vendor who is a member of the employee's family.
- A Green Dot employee or member of his or her family owns or controls at least 10% of the business from which Green Dot purchases goods or services.

V.C. Acceptable Use of Public Funds

The term "public funds" is not limited to money, but includes anything of value belonging to a public agency such as equipment, supplies, compensated staff time, and use of telephones, computers, and fax machines and other equipment and resources.

Due to the receipt of public funds from various public sources, there is increased scrutiny over Green Dot's use of public funds. Green Dot adheres to applicable law regarding the use of public funds. Private funds comingled with public funds are considered public funds and must be spent in accordance with applicable law regarding allowable use of public funds.

Gifts of Public Funds

Using public funds for gifts of a personal nature is not allowed because they confer a tangible benefit to an individual. Except as explained below, gift certificates, flowers, and candy are most often viewed as personal as opposed to public in character and, therefore, should not be purchased with Green Dot funds. Gift certificates and gift cards are characterized as gifts of public funds and, therefore, are not allowed, except when purchasing gas cards for students designated as homeless under the McKinney-Vento Homeless Assistance Act (refer to "McKinney-Vento Program" below). However, gift certificates and gift cards originating directly from a donation from external vendors or individual contributors can be transferred by Green Dot administrators to employees for various organizational purposes. The employee is responsible for ensuring that the gift or benefit received is in accordance with the "Acceptance of Personal Gifts" section of this Handbook.

Staff appreciation meals are also considered a gift of public funds and, therefore, not allowed due to the fact that staff appreciation meals do not serve a direct and/or substantial public purpose. Note that meals served at professional development trainings are allowable. Employees must provide appropriate support or proof that a professional development session took place. Appropriate support includes, but is not limited to, an agenda, a brief description of the session, and list of participants.

Flowers may be used for awards ceremonies or as decorations for public events.

Additionally, Green Dot's funds shall not be used for donations to nonprofit organizations or students/families in need because they are considered a gift of public funds, no matter how worthy the cause. Green Dot's tax identification numbers allow donations to the schools to be tax deductible, but once the funds are received they are commingled with other monies received for a variety of purposes. Sending a portion of the funds to another nonprofit agency constitutes a gift of public funds.

In general, fundraising that occurs should be for the benefit of the school and not for other organizations. However, a group of students or employees may organize a fundraiser to support a charity as long as the event is clearly identified as raising funds for that charity. All donations not going to Green Dot should be in the form of checks made payable to the charity and should be picked up by, or delivered to, the charity so that funds are not deposited into the Green Dot account (note – such donations are also not eligible for a tax exemption letter provided by Green Dot as Green Dot is not the recipient.). Green Dot resources should not be utilized to support outside charities and funds cannot flow through Green Dot.

Prizes and Awards

Students: To recognize student achievement, prizes and awards may be issued. Prizes and awards are gifts of tangible personal property presented to students in recognition of outstanding achievement in academic performance or other performance-related activities that involve a skill rather than luck, and are part of the educational experience. The prize or award cannot be cash or a cash equivalent (e.g., gift cards).

Employees: Awards may be issued to recognize employee achievement. An employee achievement award is an item of tangible personal property that must be awarded as part of a meaningful presentation. The prize or award cannot be cash or a cash equivalent. The award should be of a *de minimis* nature with a value of less than \$200 per employee and provided infrequently. On an annual basis, employee achievement awards may not exceed \$400 per employee. The purpose and description of the prize/award must be provided during the purchasing and payment process. Since monetary prizes and awards are not allowed, gift cards may not be purchased.

To award employees for exceptional contribution, Green Dot must find that the employee did one (1) or more of the following:

- Proposed procedures or ideas that thereafter are adopted and effectuated, and that resulted in eliminating or reducing expenditures or improving operations.
- Performed special acts or special services in the public interest.
- By their superior accomplishments, made exceptional contributions to the efficiency, economy, or other improvement in the operations of Green Dot.

Life transition events such as birthdays, weddings, holidays and other similar circumstances can happen to anyone and cannot be considered superior accomplishments, or merit an award.

Gas Card Purchases Under the McKinney-Vento Program

When a student qualifies as homeless under the McKinney-Vento Homeless Assistance Act, the local education agency ("LEA") is required to provide access to transportation to stay in a public school of origin or enroll in a neighborhood public school. The LEA may agree, determined on a case by case basis, to reimburse transportation between school and current residence at the state mileage reimbursement rate in lieu of LEA-provided transportation and may provide a gas card as reimbursement. The following is the procedure for gas card reimbursement:

- The parent or guardian of a homeless student must complete and submit to Green Dot's Homeless Student Liaison a McKinney Vento Request for Student Transportation Form (located in Green Dot's Connect page).
- A Mileage Reimbursement Request ("Request") form must be signed and completed by the parent or guardian, and submitted to Green Dot's Homeless Student Liaison. The Request expires at the end of the current school year or at withdrawal from school. The Request must be approved by the Director of Finance and Operations and Green Dot's Homeless Student Liaison (or equivalent position).
- If the request is approved, then each month the parent or guardian must complete and sign a Mileage and Attendance Monthly Form for verification and processing. The form must be sent to Green Dot's Homeless Student Liaison within thirty (30) days of the last day of the month being requested or sooner.
- Green Dot's Homeless Student Liaison shall reconcile the Mileage and Attendance Monthly Form against attendance in Green Dot's electronic student information database (e.g., PowerSchool) to verify the dates of attendance and makes any necessary corrections to the request.
- Green Dot's Homeless Student Liaison shall submit the Mileage and Attendance Monthly Form to the School Operations Manager (or equivalent position) for processing. Where available, a "Fuel-Only" gas card is purchased in the nearest denomination needed for mileage reimbursement.
- Green Dot's Homeless Student Liaison shall maintain a log that includes the date the "Fuel Only" Gas Card was issued and who received the "Fuel Only" Gas Card.
- If the student relocates to housing within the bus boundary, the previous arrangement for Mileage Reimbursement will end and alternate transportation will be provided.

V.D. Purchasing

Purchasing refers to the process of acquiring goods and services best suited for the specific needs of Green Dot. By creating purchase orders in ExpenseWatch, Green Dot can purchase items/services to support the needs of students, staff, and class instruction. Textbooks, technology equipment, and furniture must be purchased centrally by each region's Home Office to adhere to required specifications and maintain appropriate asset tagging.

For commonly purchased items, a list of approved vendors is available in ExpenseWatch (located under the "Purchasing" tab as "Company Documents"). Prior to purchasing an item, this list should be consulted to determine if an existing vendor offers the desired item.

New vendors will not be set up for products/services offered by existing approved vendors.

Signing Authority

Only specific employees are authorized to encumber financially and make representations on behalf of Green Dot. Those employees are responsible for making authorizations in accordance with policies applicable to the specific item being authorized. Please reference Green Dot's *Finance and Accounting Policies and Procedures* for additional details. Categories of financial encumbrances include:

- Purchase Orders/Invoices;
- Expense Reimbursements;
- Green Dot Credit Card Transactions;
- Service Contracts (requires legal and procurement review prior to execution);
- Loans (requires legal and finance department review prior to execution); and
- Lease Agreements (requires legal and finance department review prior to execution).

Other types of documents requiring a signature may indirectly encumber the Green Dot financially and should be reviewed by Green Dot's Legal and Finance department if there is any uncertainty.

The limits in the chart below refer to amounts for each encumbrance and align with Green Dot's Board of Directors-approved procurement policy. For example, if a contract encumbers the organization over five (5) years for \$12,000/year, the total amount is above \$50,000, therefore requiring a signature from the CEO/CFO/Executive Director.

Position	Limits: Purchase Orders/Invoices, Expense Reimbursements, Green Dot Credit Card Transactions	Limits: Service Contracts, Loans, Lease Agreements
Board of Directors	\$500,000 and Above	\$500,000 and Above
CEO/CFO/Executive Director	Less than \$500,000**	Less than \$500,000**
C-level (non-CEO/CFO)/Vice President/Director	Less than \$50,000*	Less than \$50,000*
Principal	Less than \$5,000	N/A

**Requires a minimum of two (2) quotes or proposals obtained from qualified sources for goods and services greater than \$10,000 and less than \$50,000.*

***Requires a minimum of three (3) quotes or proposals obtained from qualified sources for goods and services greater than \$50,000 and less than \$150,000; \$150,000 and above requires comprehensive requests for proposals that include clear, accurate descriptions of goods and/or services solicited, proposals must be publicized, and a formal method for their evaluation and selection must be followed for more than \$150,000.*

All grant applications and agreements must be signed by the CEO or Executive Director.

Checks

Accounts payable checks and manual payroll checks shall be signed by the CFO/CEO/Executive Director/Chair of the Board. In addition, all accounts payable checks greater than \$10,000 require dual signatures prior to the release of the check. The secondary signer for accounts payable checks great than \$10,000 is CEO/Chief Academic Officer/Director of Finance & Operations/Chair of the Board.

ACH Payments and Bank Transfers

All ACH payments and bank transfers can only be processed after the appropriate position has approved the transfer (i.e. executed contract). Only the CFO, Controller, and designated Senior Accountant can initiate an ACH payment or bank transfer and all ACH payments and bank transfer require dual authorization with the initiator counting as first authorization.

Employment Contracts

All employment contracts can only be signed by the CEO/Executive Director.

Employees who are not authorized to encumber and make representations on behalf of Green Dot who nevertheless do so may be subject to disciplinary action, up to and including termination.

Use of Credit Cards

This section is a brief summary of Green Dot's credit card policy. For the complete policy, please refer to the *Credit Card Reference Manual*, which can be downloaded from <http://connect.greendot.org/accounts-payable>

Cardholder Agreement—all Green Dot credit card users must sign and date the *Cardholder Agreement*, which is located on page 3 of the *Credit Card Reference Manual*.

Credit cards will be issued only with the formal approval of the employee's manager and Green Dot's CFO, with proper justification. The issuance of a credit card and the justification thereof should be based on functional considerations of transactional frequency and how many schools and departments the employee serves. The cost/benefit to Green Dot should be fully reviewed to ensure that no other method of payment is appropriate. Credit cards that are issued will be assigned to a specific Green Dot employee and should be used only for business-related expenditures. The employee is expected to use it for all travel and expense purchases and is discouraged from using personal credit cards for business-related expenditures.

On an annual basis, the Card Program Administrator and the Green Dot's CFO will review the list of cardholders to reevaluate the need of the cardholder in the coming year. When the employee transfers to a different company or position, the cardholder will surrender his or her card.

To request for temporary credit limit increase, the request:

1. must be in writing, and must include proper justification;
2. must be approved by the cardholder's manager; and
3. will be effective for one month.

All Green Dot credit card charges must be supported by itemized receipts which detail the items purchased and reflect the amount of sale/use tax paid to the vendor. A list of attendees and specific business purpose must also be included. If the expenditure is for professional development, an agenda will be provided.

On a monthly basis:

- Employees are required to reconcile their credit card statements to receipts and submit to their reviewer by the 8th of the month. A personal check for personal charges or missing receipts are due on the 13th of the month. Payment should be mailed to Green Dot's lockbox: Green Dot Public Schools National, P.O. Box 847148, Los Angeles, CA 90084-7148.
- The reviewer will check that the charges are supported by itemized receipt, reimbursement for personal charges are paid, and report noncompliance to the supervisor by the 13th of the month.
- The supervisor must approve the credit card expense report by the 17th of the month. A complete reconciliation must include the month's statement and receipts for all transactions. Failure to provide completed reconciliation for a month will result in suspension of cardholder's credit privileges.

Cardholders with any infraction for any three (3) months within a consecutive twelve (12) months rolling period will be subject to loss of eligibility of their credit card for twelve (12) months. Cardholders may request to have their card reinstated twelve months after their last infraction and after completing thirty (30) minutes of credit card training from the Accounts Payable Department.

The cardholder shall avoid using his or her Green Dot credit card for personal purchases.

Improper use of a Green Dot issued credit card will result in disciplinary action up to and including termination.

V.E. Donations and Fundraising

In keeping with Green Dot's tax-exempt status, Green Dot focuses on grant writing and fundraising for Green Dot and its schools. However, Green Dot encourages schools and employees to obtain additional monetary and non-monetary donations through individual grants, personal relationships, and fundraising events which will benefit the school and organization.

Employees should check with their supervisor or department head prior to soliciting any donations or setting up any fundraisers to ensure compliance with local, state, and federal laws as well as Green Dot internal policies. Prospective donations from large organizations or individuals should be coordinated with GDPSN's Development Department prior to pursuing the donation.

Monetary Donations

A myriad of laws and regulations governing donations to charitable organizations, as well as rules related to using funds only in strict accordance with the donor's wishes, require the following:

- Solicitations of donations including school-site fundraising must be explicit as to the purpose(s) for which the funds are being sought.
- Donations exceeding \$25 must be acknowledged, in writing, and will be done so with GDPSN's Development Department.
- Under rare, applicable circumstances, separate restricted accounts will be required to ensure that donor funds are handled appropriately.
- All donor funds will be promptly recorded and then deposited into the applicable bank account.
- Employees responsible for monitoring donor funds will ensure that the funds are used strictly in accordance with the donor's understanding as to why the funds were raised and/or any specific written restrictions.
- Once a restriction has been fulfilled, any remaining funds will be returned to the donor(s), if required, or transferred to unrestricted funds for use in the support of Green Dot's mission.

If a potential donor wishes to make a financial gift to Green Dot, please check with your school principal and/or direct the donor to Green Dot's Development Department. Donors should be reminded that to protect the deductibility of their contributions, the appropriate Green Dot entity should be listed as the recipient of the funds rather than the individual school, if applicable. Green Dot will ensure that all donations earmarked for an individual school will be restricted to the specified use by the named school(s). Below are all entities (with each corresponding federal employer identification number ("FEIN") operating under Green Dot's control or using Green Dot's academic and professional models:

- Delta Properties, Inc. (FEIN: 82-0212806);
- Green Dot Public Schools California (FEIN: 95-4679811);
- Green Dot Public Schools National (FEIN: 46-5740783);
- Green Dot Public Schools Tennessee (FEIN: 47-0970499);
- Green Dot Public Schools Washington State (FEIN: 46-4128856); and
- United Parents and Students (FEIN: 81-3413763)

All payments should be made payable to the applicable entity. If the donation is for a specific school, the school to receive credit for the funds should be noted elsewhere on the documents (e.g., the memo area of the check)

to ensure the donation is earmarked for the individual school and will be restricted to the specified use by the named school(s).

Donation of Assets

Green Dot recognizes the value of donated goods that may be offered on a sporadic basis without charge to the organization. All donated goods must be related to an educational function and approved by the Principal or Green Dot department head.

Acceptance of Goods:

- A description of the goods, including the value and contact information for the donor must be provided to Green Dot's Finance and Accounting Department upon acceptance.
- Technology equipment must meet the standards comparable to those already established by Green Dot. Please contact the Green Dot technology department prior to accepting any technology goods.
- Goods that will be attached to the building or grounds must be assessed by a member of the Green Dot Operations team prior to acceptance. These goods may create ongoing costs, therefore a thorough evaluation of such costs should be completed prior to acceptance (i.e. installation, electricity, maintenance)
- Acceptance of goods shall be made without any reciprocating commitment by any employee on behalf of Green Dot
- Green Dot may request evidence of ownership of any good prior to acceptance
- All goods donated shall be accepted solely for benefit of students and not for any salary, benefit and/or stipend

Use of Goods: All donated goods shall be considered property of Green Dot. Employees who receive donated goods must leave those items with the school if they leave Green Dot, unless otherwise stated, in writing, by the donor. Such instructions must be provided at the time of donation.

Green Dot will not perform an appraisal and will not place any value for donated goods on behalf of the donor. The donor shall be responsible for obtaining his/her own appraisals for tax purposes along with any fees or other expenses as may be related to such appraisal.

Green Dot may decline an offer for goods if it is deemed not to be in the best interest of Green Dot. Grounds for declining goods may include, but is not limited to:

- Technology or other goods that do not meet the Green Dot required minimum standards
- An offer that would initiate an additional expense for service or ongoing maintenance
- An offer that would create unreasonable inequity in to a specific segment of the student population

Any uncertainty as to whether a donated good falls under the acceptable Green Dot policy should be geared towards the applicable Green Dot department head or the Green Dot Finance and Accounting Department.

School Site Fundraising

Schools may fundraise in several different ways. Depending on the purpose of the fundraising, schools can choose the best method to raise funds to match the need. All school fundraisers must be approved by the Principal (or designee) prior to beginning the fundraiser. Furthermore, any fundraising occurring on a digital media platform

(i.e. school-based webpages and social media pages, Go Fund Me, Donor's Choose, etc.) will need to be communicated to Green Dot's Development Department.

One way to fundraise is by using Green Dot's tax exempt status. In order to do this, all donor checks must be made payable to the Green Dot regional entity in which the school operates, or the fundraising campaign must be posted using Green Dot's crowdfunding platform or another crowdfunding platform with which Green Dot has registered. In order to fundraise using Green Dot's tax exempt status, the fundraiser must meet the following criteria:

- Educational in nature;
- Open to all eligible students for which eligibility is determined through an objective and measurable test (e.g. "Students must have a 3.0 GPA to participate"); and
- Is not a gift to a specific individual who would privately benefit (e.g. fundraising to purchase school supplies for a particular student).

Some examples of fundraisers that cannot be held using Green Dot's tax exempt status include:

- Gift certificates for individuals;
- Donations to charities (e.g. – you cannot fundraise to buy blankets that students will give out to the homeless); or
- Political or religious activities.

If there is any uncertainty about using Green Dot's tax exempt status for a fundraiser, schools should contact Green Dot's Development Department. Furthermore, schools planning fundraisers that involve raffles and/or auctions must contact Green Dot's Finance and Accounting Department to ensure compliance with applicable law. Fundraising proceeds will only be disbursed in accordance with Green Dot's standard practices and in accordance with the reason(s) for which the funds were raised.

If a school wishes to raise funds for purposes outside the realm of Green Dot's tax exempt status, schools can choose to create personal campaigns through crowdfunding sites like Go Fund Me. Donations received through Go Fund Me are considered to be personal gifts which, in general, are not taxable income in the United States (however, employees should check with a tax expert if they are unsure). Although personal campaigns through a crowdfunding site can be a great way to raise funds, donors do not receive a tax exemption for their donation.

Regardless of which fundraising method a school chooses, all fundraisers must be approved by the Principal (or designee) and comply with applicable law.

Raffles

Legal requirements must be followed when conducting raffles to avoid any appearance of gambling. Students shall not be barred from an event or activity because they did not participate in the raffle. Potential donors, including parents/guardians and community stakeholders, should not be unduly pressured to contribute to Green Dot or its schools. Staff is expected to emphasize the fact that donations are always voluntary.

Nonprofit organizations may conduct raffles to raise funds for beneficial or charitable purposes in the state subject to the rules outlined in Tennessee Code Annotated Section 3-17-101 et seq. An eligible organization must meet the following requirements:

- Must have IRS Tax Exempt Status as a 501(c)(3) or 501(c)(19) for a minimum of five (5) years
- Must have a physical presence in Tennessee for a minimum of five (5) years
- Must be registered with the Division of Charitable Solicitations

Since Green Dot does not meet the minimum five (5) years requirement at this time, raffles are not allowed in Tennessee.

V.F. Scholarships

Green Dot is proud to act as a conduit for donors who wish to make contributions to assist students by helping to defray the cost of either their secondary or post-secondary education. It is recognized that donors may specify the conditions under which such aid may be awarded. However, Green Dot retains the right not to accept any largess or make any award that in its opinion may be construed to be discriminatory in nature.

From time to time, Green Dot may offer an award to students to assist with the cost of post-secondary education. The qualifications for receiving these funds, the amount of the award(s) and the terms for selection of the final awardees will be made available to all Green Dot students. At the time of selection, awardees will be provided with a Green Dot pledge specifying the conditions and the amount of the award. However, the purpose of these awards is to promote continuing education and, as such, checks will not be made payable to an awardee. Awardees can request that funds be disbursed directly to a post-secondary school of his/her choice to be used solely to support his/her education under the condition that no refund of unused funds can be made directly to the awardee. As an alternative, awardees can elect to request reimbursement of education related expenses up to the amount of the award upon the presentation of adequate expenditure documentation.

Green Dot may not use public funds or resources or to establish scholarship programs that aim specifically to provide financial assistance for students who cannot qualify for college attendance financial aid from any Federal sources due to the student's undocumented status. To avoid the mingling of private donations for this specific purpose with the state and federal funding, the schools are encouraged to work with an outside agency that accepts donations for this purpose.

From time to time, Green Dot Public Schools National may provide scholarships at its sole discretion.

V.G. Acceptance of Personal Gifts

No employee may solicit or accept gifts of significant value, lavish entertainment or other benefits from students, parents, donors, vendors and other stakeholders. Special care must be taken to avoid even the impression of a conflict of interest. Employees are not allowed to accept any gift which would cause the cumulative amount of gifts from an individual source to exceed \$250 during any calendar year, or applicable law, whichever is deemed lesser. If an employee is unsure if a gift will violate this policy, please consult a supervisor or Controller.

The term "gift" does not include:

- Meals provided to Green Dot staff at an event at which an official speaks, participates in a seminar or similar activity or provides a similar service.
- Reimbursement of travel expenses and meals paid for by a local, state, federal or foreign government agency.
- Payment for travel expenses from a nonprofit organization of which Green Dot is a member.

V.H. Expense and Travel Reimbursement

Green Dot may authorize payment for actual and necessary expenses, including travel incurred by an employee or candidate performing pre-approved, authorized services. However, the majority of day-to-day purchases (e.g., supplies) should be done through the appropriate purchasing processes (see Purchasing Section of the Employee Handbook). Every effort should be made to obtain items from Green Dot-approved vendors using the requisition process or corporate credit cards. Purchases from vendors outside the home state are subject to that home state's tax, and that tax will be added to the cost of the item and charged to the budget of the site that incurred the charge.

Reimbursement request forms are to be completed and processed through ExpenseWatch. The reimbursement requests require approval (via ExpenseWatch) by the assigned approver (department head, Principal, or direct supervisor).

Therefore, employees must receive approval from their school's Principal, immediate supervisor, or appropriate department head prior to incurring expenses.

In general:

- Expenses can be reimbursed up to forty-five (45) calendar days from the date of the transaction;
- Itemized receipts and/or proof of payment must accompany all expenses;
- All expenses must be pre-approved by the school's Principal, immediate supervisor, or appropriate department head; and
- Employees must use their corporate credit card if one has been issued to them.

Failure to comply with the above will result in non-reimbursement of the expense.

Mileage Reimbursement

A mileage log must be submitted for all mileage reimbursement requests and must indicate the points of travel, dates of travel, odometer readings and the miles eligible for reimbursement. Per applicable state and federal law, normal commuting costs of traveling to and from work are not reimbursable and must be subtracted from the reimbursement request.

For example, I travel fifteen (15) miles to get to work on a normal day, but I am requesting reimbursement to visit school site A (5 miles) school site B (5 miles) and then to my assigned office (10 miles). Twenty (20) miles were traveled (5+5+10) but only 5 are eligible for reimbursement, since I normally travel 15 miles.

The reimbursable rate per mile is determined using the IRS' standard mileage reimbursement rate at the time of the use of a car. Note: gas, oil or other vehicle maintenance items and insurance related to personal car use for business travel is not reimbursable since this is included in the IRS/government mileage rate.

Employees must acquire and maintain the minimum applicable legal requirements related to driving (e.g., ensure the employee possesses a valid license, and has the minimum insurance coverage) when driving is part of, or is incidental to, his/her job duties (e.g., traveling between school sites).

Meals and Entertainment

For tax reporting purposes, meal expenses are defined as the costs incurred for food and beverages in the conduct of business. Entertainment expenditures require pre-approval. Entertainment expenses include, but are not limited to, the cost of amusement or recreational facilities, attendance at the theater and sporting events.

Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. For meals, GDPS has set a maximum daily reimbursement, including food, beverages, taxes and tips, of:

- \$14 for breakfast.
- \$18 for lunch.
- \$34 for dinner.

Tips considered reasonable and necessary are eligible for reimbursement. In addition, exceptions are made for meals with potential donors or funders, but should still be reasonable.

Meals and entertainment expenses require the following documentation for reimbursement to occur:

- Meals and entertainment expenses must be listed separately on the expense form (including those that were paid as part of a hotel bill).
- Itemized, detailed receipts must be included. Each employee must also include a form of payment such as a canceled check, credit card or bank statement.
- The description must include the number of individuals and the names of those attending (include self), their titles and business relationship, if applicable, and business purpose of meal and/or entertainment.
- GDPS does not reimburse an employee for alcohol.

Travel

Non-exempt employees will be paid for travel time when asked to work at a location other than the employee's regularly scheduled location(s). These employees will be paid for time spent driving to-and-from their home to the new location, minus the time the employee regularly spends commuting and for bona fide meal breaks. When air, train or bus travel is required or an overnight stay, the employee will be reimbursed for time spent getting from one location to the next (i.e, time on the plane and time driving from the employee's home to the airport) but will not be reimbursed for time waiting at the airport, time spent for bona fide meal periods or time spent sleeping.

In the spirit of being a non-profit educational organization, employees are asked to spend prudently. Green Dot employs an online travel management system (Egencia) where all employees travelling on behalf of Green Dot can book air, hotel, and car rental travel and Green Dot is billed directly. Unless otherwise approved by your supervisor, employees should use the Egencia system.

Sales and Lodging Tax Exemptions

Some states and/or municipalities allow exemptions for not-for-profit organizations. Please check the availability of the exemption for your destination(s). Green Dot will provide a copy of the applicable IRS determination letter so that the exemption can be claimed.

Hotels

Reasonable lodging costs incurred in the course of business travel will be covered by Green Dot whenever a day trip is not appropriate, if approved in advance. Green Dot may have negotiated rates at certain hotels and employees are expected to stay at those hotels, if available. All hotel bookings require approval by the department head in which the travel expense will be incurred. Additionally:

- Green Dot employees are expected to stay in standard business class lodgings that charge a reasonable rate.
- Green Dot will not pay for lodging costs when staying in a city longer than is justifiably necessary.

The itemized hotel bill showing the form of payment used (charge slip or zero balance) must be submitted with the expense form or credit card reconciliation as documentation. A charge slip alone is not acceptable. In the event of an express checkout, a hotel invoice along with a form of payment on the invoice (such as a credit card number) is acceptable.

When work commitments require Friday and Monday trips to the same city, the traveler is ordinarily expected to return home for the weekend. However, if such travel would be more costly or time-consuming than remaining at the distant location over the weekend, lodging and reasonable meal costs for the traveler would be reimbursable with the following restrictions:

- The travel must be pre-approved;
- Costs of entertainment such as gym use, movies, cocktails and cultural events are considered personal in nature and will not be reimbursed;
- Hotel laundry or valet charges are not reimbursable, unless for unexpected extended trips; and
- Items of clothing purchased when traveling are not reimbursable. This includes replacement of lost or stolen items, as well as clothing purchased as a result of an unexpected extended stay.

Air Travel

Green Dot employees are expected to travel using the lowest available logical fare in economy class. Air booking searches on Egencia will automatically find the lowest available logical fare. All air travel requires approval by the department head in which the travel expense will be incurred. Additionally:

- The only legitimate reason for flying any class other than economy is if seats are not available in coach or if an employee has a disability for which a reasonable accommodation is required. If this is the case, approval must be obtained from his/her manager before purchasing the ticket.
- Only actual costs will be reimbursed upon completion of travel. No reimbursement will be made for the value of premiums earned through frequent traveler programs applied to business travel. This includes free upgrades or free flights. Miles and points earned are the property of the employee.

Green Dot is not responsible for lost, stolen or damaged luggage. Please file a claim with the airlines and/or personal insurance company.

Flight changes which incur costs will only be paid for by Green Dot if they are business related and reasonable.

Car Rentals

Car rentals should be used only when needed and alternate forms of road transportation (e.g., taxis, public transit and personal vehicles) are not more feasible or available. Green Dot has a corporate contract with National Car Rental and employees are to use this preferred vendor when possible.

Green Dot staff should rent “mid-size” models or lower. Upgrade charges are generally not reimbursable, though reasonable exceptions may be allowed if previously approved and adequately explained.

Loss Damage Waiver (“LDW”) insurance and liability insurance is included in the corporate contract. In a rare situation in which a Green Dot employee is required to rent a car outside of the corporate contract, LDW should be accepted.

Rentals over a weekend or holiday period are generally not reimbursable, unless adequately explained and previously approved by a manager.

Every effort should be made to refuel at a gas station prior to returning the vehicle at the end of the rental period, instead of purchasing the refill directly from the car rental company (except when the refill option is more economical).

Employee vehicles that are damaged or stolen on school site property will be reimbursed up to the amount of the deductible or \$250, whichever is lesser. The burden of proof for demonstrating that the damage occurred on School/work property shall rest on the employee.

Other Transportation

Reimbursement will be made for reasonable expenditures for transportation other than air, travel and car rentals. This category includes:

- Taxi fares between office/home and airport as well as between airport / hotel and final destination (e.g., conference) when traveling. Employees should verify whether the hotel or conference location has a free shuttle from the airport to the hotel/conference prior to travel since many such shuttles are available free of charge.
- Tolls and parking fees incurred when using personal car for business travel (gasoline is not reimbursable, see mileage reimbursement policy).
- Tolls, gas and parking fees incurred during business travel while using a rental car.

Reimbursement guidelines are updated annually. All expense and travel reimbursement exceptions should be forwarded to the direct supervisor for review and approval prior to occurrence.

Advances

In specific circumstances in which a staff member has limited funds to pay Green Dot expenses, Green Dot may issue an advance. Every effort should be made to process as much of the projected out-of-pocket expenses through Green Dot’s Accounts Payable Department as possible to minimize any required advance amount and if possible eliminate the need for an advance altogether. For example, airfare and hotel can be paid for upfront by Green Dot check or corporate credit cards.

The employee must complete the “Cash Advance Request” form that presents an estimate of costs which will be the basis for any advanced amount. Advances must be pre-approved by the department head or Principal, as appropriate. The “Cash Advance Request” form should be submitted to Green Dot’s Accounts Payable Department as soon as possible to ensure that the employee receives the advance in enough time to purchase the goods or services. The advance will be issued, via a check, from Green Dot’s Accounts Payable Department. The employee must follow all reimbursement guidelines as stated in this Expense and Travel Reimbursement Policy. The employee will need to submit an expense report with receipts within forty-five (45) days of the dates on the receipts, or the conclusion of travel whichever is later. Advances will only be granted when it is deemed absolutely necessary by Green Dot.

Non-Reimbursable Expenses

Green Dot must adhere to certain guidelines as set forth by the Tennessee Department of Education for the use of State and Federal funds. The following is an illustrative list which outlines the majority of non-reimbursable expenses including, but not limited to: personal expenses, alcohol, tobacco, mini-bar expenses, spouse or family member expenses, laundry or cleaning expenses (except for unexpected extended trips), traffic citations, pay-per-view movies in hotels, cultural events, monetary gifts or gift cards, and unreasonable or extravagant expenses.

Other non-reimbursable expenses include the fee for obtaining a background check and/or a TB clearance in order to secure employment with Green Dot. These fees may be reimbursed for unpaid Green Dot volunteers.

V.I. Reporting of Theft and Other Criminal Activity

Employees must report any known alleged theft or other financially-related criminal activity as soon as possible to their supervisor. All supervisors/managers must report any known alleged theft or other financially-related criminal activity as soon as possible to Green Dot’s CFO, Controller, or equivalent position. As appropriate and determined by Green Dot’s CFO, Controller, or equivalent position, an internal investigation may be conducted by Green Dot management and law enforcement may be notified.

VI. HEALTH AND RELATED BENEFITS

Green Dot provides all regular, full-time employees with a benefits package that includes:

- Medical
- Dental
- Vision
- Basic Life and Voluntary Life
- Short and Long Term Disability
- Health Care Flexible Spending Account
- Dependent Care Flexible Spending Account
- Employee Assistance Program
- 401(k) Retirement Plan
- State Retirement Plans (if applicable)

VI.A. Health Benefits

All regular full-time employees working a minimum of thirty (30) hours a week are eligible for benefits on their first day of employment with Green Dot, and have thirty (30) calendar days from their start date to enroll in benefits. Green Dot provides these benefits for employees, as well as their eligible dependents (e.g., spouses, domestic partners, and children). When an employee first joins Green Dot, he/she is asked to select his/her benefits from the available providers and plans. If an employee fails to select a plan within thirty (30) calendar days from his/her start date, the employee will be defaulted to “no coverage” for the medical, dental and vision plans.

Green Dot provides a monetary incentive if an employee opts out of medical, dental, and vision benefits. This money is considered taxable income and is subject to all applicable taxes. Employees choosing to opt out of Green Dot’s medical, dental, and vision benefits must do so in writing and provide written proof of other coverage in order to be eligible for the incentive.

Employees who have a spouse who also works for Green Dot will not be eligible for double insurance coverage, nor will they be eligible for the monetary incentive and must provide Green Dot with proof of marriage (e.g., marriage certificate).

Employees who have a spouse or domestic partner covered under the Green Dot insurance must provide Green Dot with proof of marriage or a notarized Affidavit of Domestic Partnership, available from Green Dot’s Benefits Department.

For more information on Green Dot’s most up-to-date benefits providers and plans, please contact Green Dot’s Benefits Department at benefitsmailbox@greendot.org.

Open Enrollment

Once a year, Green Dot holds an open enrollment period during which employees can change their benefit plans based on those available for the upcoming year. Open enrollment typically occurs annually in May and any changes made during open enrollment will take effect on July 1 of the same year. Employees are not allowed to make health benefit changes outside of this period unless certain qualifying life events have occurred (e.g., marriage, domestic partnership, birth/adoption of a child, divorce/dissolution of domestic partnership, midyear loss or gain of other coverage). Under such circumstances, employees have thirty (30) calendar days from the

date of the qualifying life event to submit their applicable changes to their benefit plan in Workday. If an employee fails to do so within thirty (30) calendar days of the event, the employee will have to wait until the next Open Enrollment period to make any changes to their benefit plans. For more information regarding benefit coverage and qualifying life events, contact Green Dot's Benefits Department at benefits@greendot.org.

COBRA Benefits

When coverage under Green Dot's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and Green Dot's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

Green Dot will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. Green Dot will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- Green Dot stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

VI.B. Retirement

401(k) Retirement Plan

Green Dot provides active full-time employees twenty-one (21) years of age or older with at least one (1) calendar month of service an opportunity to participate in a comprehensive 401(k) plan. Eligible employees may contribute a portion of their pre-tax or post-tax income toward the Green Dot 401(k) plan up to the maximum allowable by law.

For eligible employees that are required to participate in a state retirement plan, Green Dot will not provide any employer matching option given Green Dot's contribution toward their state retirement plan. Employees eligible for Safe Harbor matching will receive an employer match contribution based on the employee's contribution after one (1) calendar year and 1,000 hours of service.

For more information on Green Dot's 401(k) plan, including a potential employer match, please visit Green Dot's benefit's website (www.greendotbenefits.com). All eligible employees can find the Summary Plan Description outlining the details of the plan on the Green Dot benefits website.

State Retirement Plans

TCRS

All employees whose job requires certification/licensure (e.g., teaching, counseling, administration credentials) and are deemed eligible by the Tennessee Consolidated Retirement System ("TCRS") automatically participate in TCRS. For TCRS, "teachers" includes any employee working "as a teacher, librarian, principal, supervisor of teachers or any other position whereby the state requires the employee to be certificated as a teacher or licensed as nurse or physical therapist." T.C.A. 8-34-101. Any teacher who has taught in Tennessee public schools for a period of at least one (1) year who transfers to a school site position that does not require a teacher's certificate shall continue participation in the retirement plan as a teacher. Both the employee and Green Dot are required to contribute to TCRS in addition to social security deductions. Employee contributions are made on a tax-deferred basis. For more information on TCRS, such as vesting rules and retirement benefits calculations, please visit the TCRS website at <http://www.treasury.tn.gov/tcrs>.

VI.C. Holidays

All full-time active employees will be paid for the following holidays (when observed). Part-time employees will be paid the average daily hours they have worked during the previous ninety (90)-day period for each holiday. Temporary employees, seasonal employees, independent contractors, employees on leave, and inactive employees do not qualify for holiday pay. Employees will only receive holiday pay while in active, paid status. Specifically, an employee must either work or be on approved PTO/sick leave the day before or the day after a holiday. If an employee terminates service with Green Dot the day before a holiday, he/she will not be paid for that holiday.

Green Dot Public Schools Tennessee 2018-2019 Holiday Chart

Holiday	Date	Teachers & Counselors	10-month Employees	12-month Employees
Independence Day (Full-Year Employees Only)	Tuesday, July 4, 2018	N/A	N/A	1
Labor Day	Monday, September 3, 2018	1	1	1
Fall Break	Monday-Friday, October 8-12, 2018	5	5	5
Veteran's Day	Monday, November 12, 2018	1	1	1
Thanksgiving Break	Wednesday-Friday, November 21-23, 2018	3	3	3
Christmas Day	Tuesday, December 25, 2018	1	1	1
Winter Break Week 1	Monday, December 24, 2018; Wednesday-Friday, December 26-28, 2018	4	4	4
New Year's Day	Tuesday, January 1, 2019	1	1	1
Winter Break Week 2	Monday, December 31, 2018; Wednesday-Friday, January 2-4, 2019	4	4	4
Martin Luther King Day	Monday, January 21, 2019	1	1	1
Presidents' Day	Monday, February 18, 2018	1	1	1
Spring Break (Teachers & Counselors Only)	Monday-Friday, March 11-15, 2019	5	N/A	N/A
Good Friday	Friday, April 19, 2019	1	1	1
Memorial Day	Monday, May 27, 2019	1	1	1
Total Number of Holidays		29	24	24

Please refer to the chart above for paid/unpaid holidays. Additionally, the last day for school-site 10-month classified staff is May 31, 2019 unless otherwise noted.

If one of these holidays falls on a Sunday, it will be observed on the following Monday. If the holiday falls on a Saturday, Green Dot will select either the following Monday or the preceding Friday as a substitute holiday.

Floating Holidays

Subject to manager approval, salaried, exempt employees who are required to work on Green Dot recognized holidays and breaks may be eligible to take that time off on a different date within that fiscal year. Unused floating holiday time will not be paid out upon an employee's exit from the organization unless required by law.

Religious Observances

Green Dot supports providing reasonable accommodations for its employees' sincerely held religious beliefs. To that end, an employee may request time off for religious observances that are not listed in Green Dot's regular holiday schedule above. The employee shall make a written request for such leave to his or her immediate supervisor, which shall only be denied when an employee's absence from work would create an undue hardship on Green Dot's operations.

Since religious holidays are scheduled events, the employee must provide his or her supervisor with adequate advance notice when requesting leave under this policy. If approved, and should an employee not have sufficient available PTO/sick leave to cover the requested day(s) off, Green Dot shall grant the time off as unpaid.

VI.D. Attendance

Every job is essential to the efficient operation of the organization and employees are expected to be present, and arrive on time, every work day. If, for any reason, an employee is going to be late or absent from work, the employee must notify the appropriate individual(s) via the steps designated by his/her supervisor. If that supervisor is not available, the employee should leave a message for her/him. Excessive absences and/or lateness are unacceptable and may lead to disciplinary action, up to and including termination.

Any employee who fails to report for work for three (3) consecutive work days without giving prior notice may be deemed to have voluntarily resigned from employment.

Where permitted under applicable state law, any employee who is absent due to illness or injury for three (3) consecutive work days or longer shall submit a medical authorization supporting his or her absence and authorizing his/her return to work.

When substitute coverage is needed, absences should be requested in half or full-day increments. A full-day is defined as eight (8) hours.

An employee must either work or be on approved PTO/Sick status the day before or the day after a holiday to receive compensation for said holiday or break. If an employee terminates service with Green Dot the day before a holiday or break he/she will not receive compensation for that holiday or break.

Perfect Attendance

Any active, full-time 10-month employee with perfect attendance in one school year is eligible for a \$250 bonus each quarter of the following school year. Employees must be employed the entirety of the time period in order to maintain eligibility. The first quarter is defined as beginning at the start of summer professional development with all other quarters following the academic calendar. Green Dot shall remit this bonus for payment, less any required federal and state withholdings.

VI.E. Sick Leave and Paid Time Off (“PTO”)

Green Dot recognizes the importance of time off from work related to illness/injury or to relax, spend time with family, and enjoy leisure activities. As such, Green Dot offers sick leave and/or PTO to all of its full-time and part-time active employees. Green Dot does not offer sick leave and/or PTO to seasonal, consultant, or independent contractor status unless required by applicable law. All PTO, or planned sick leave (e.g., scheduled surgery), must be requested through the employee’s supervisor as far in advance as possible and submitted via Workday.

Non-exempt (typically hourly) employees who take PTO or sick leave must account for the hours they are absent from work by applying accrued PTO or sick time. In the event a non-exempt employee takes time off that is not considered PTO or sick leave, they will not be paid for that time.

Exempt (typically salaried) employees must report to their supervisor any days they are away from work during the normally scheduled workweek, so Green Dot can track PTO and sick leave usage (as applicable). Green Dot will not make deductions from an exempt employee’s salary, except as otherwise expressly permitted by applicable law. Specifically, in any workweek in which an exempt employee performed any work, their salary will not be reduced for any of the following reasons:

- Partial day absences for personal reasons, sickness or disability.
- Absences for jury duty, attendance as a witness, or military leave in any workweek in which the employee has performed any work.
- Any other deductions prohibited by applicable law.

However, it is not an improper deduction to reduce an employee’s accrued PTO for full or partial day absences for personal reasons, or if the employee has exhausted his/her sick leave. If you have any questions or concerns, or if you believe that an erroneous deduction has been made from your pay, you should immediately report this information to your manager and Human Resources. If it is determined that an improper deduction has been made, you will be promptly reimbursed.

PTO

PTO is time that is accrued and can be used for personal reasons including sick leave and vacation. PTO will begin to accrue on an employee’s date of hire or re-hire, and will continue to accrue each pay period the employee is employed. Accrued PTO is noted on each employee’s pay stub. It is each employee’s responsibility to monitor the amount of his/her accrued PTO. PTO cannot be used unless it has been earned. If an employee chooses to take time off without having enough time earned, the time taken will be unpaid, subject only to the restrictions regarding deductions from exempt employee pay noted above.

The maximum PTO that any employee may accrue at any time shall not exceed two hundred and forty (240) hours. It is not the responsibility of Green Dot to notify employees when they have reached the maximum. If an employee has reached this maximum, the employee will cease to accrue any additional PTO until some PTO is taken. Employees whose accrued PTO reaches the maximum hours are encouraged to make arrangements to use their PTO.

All PTO must be requested through the employee’s supervisor as far in advance as possible. The supervisor will make the final determination regarding the PTO request depending on workload and scheduling needs. Management reserves the right to deny a PTO request based on business demands. Supervisors are responsible for ensuring adequate staffing levels and should attempt, when feasible, to resolve PTO scheduling conflicts.

Employees are responsible for reporting their PTO per the process identified by their supervisor. Failure to report PTO may result in disciplinary action, up to and including termination of employment.

When an employee changes from a position that accumulates PTO to a position that earns a different time-off benefit (e.g., sick time), or changing employment from Green Dot to another entity that owns, or is licensed to use, the “Green Dot” brand, his/her PTO will be paid out based on the employee’s salary while in the position that accumulated PTO. This payout will occur at the time the employee transitions to the new position and shall not exceed the maximum balance of two hundred and forty (240) hours.

PTO benefits will not be cashed out except when an employee separates from employment, or in a special circumstance approved on an individual basis by the CEO/Executive Director (or designee). Special circumstances can include financial hardship or an unforeseen emergency arising as a result of events beyond the control of the employee. Payment of PTO hours will not be allowed in excess of hours accrued, or the maximum as noted above.

Sick Leave

Sick leave is defined as time (in hours) that is given to eligible employees at the start of each fiscal year.

Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners/designated person, grandparents, grandchildren, or siblings), or any individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship, who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking. Paid sick leave is also available for bone marrow or organ donation by an employee or their family member, to provide care for a guide, signal or service dog of an employee of their family member, or if Green Dot or an employee’s child care provider’s business is closed due to a public health emergency.

Sick leave cannot be used as a means to supplement holiday and/or PTO. Sick leave can be accumulated without limit, and is not paid out upon separating from employment. Pay stubs shall display the total balance of an employee’s accumulated sick leave hours. Requests for the use of sick leave for any purpose not outlined in this handbook may not receive manager approval and may be considered unpaid time off.

Employees who are eligible to participate in a state-sponsored pension with Green Dot shall be entitled to transfer sick leave accrued from previous employment in a school district, charter school or public school within the same state while participating in a state pension so long as the sick leave is verified appropriately by the prior employer. Please see Green Dot’s Human Resources Department for the “Transfer of Accumulated Sick Leave” form.

An employee is required to call his or her supervisor as soon as the need to be absent is known, but in no event less than ninety (90) minutes (i.e., 1 ½ hours) prior to the start of the work day, unless in the case of an emergency, to permit the employee’s supervisor to plan adequately for the absence.

PTO and Sick-Leave for Part-Time Employees

At-will certificated employees assigned to the Home Office who work part time and at least 50% of the time (i.e., 20 hours per week/130 days), receive a proportional amount of PTO and Sick Leave hours relative to the number of hours for a full-time employee in a comparable position.

PTO and Sick Leave Chart

All PTO and sick leave outlined below is provided per year.

Position Type	Tenure with Green Dot	PTO	Sick Leave
10-Month certificated employees, i.e. eligible for State pension (ex. Teachers and counselors)	N/A		10 Days
10 Month non-certificated, i.e. not eligible for the State pension (ex. Campus Aides, Instructional Aides, Office Assistants)		10 days (3.33 hours per pay period)	
12 Month Certificated Employees, i.e. eligible for State pension (ex. Certificated Home Office staff and School Administrators)	0 months – 36 months	5 Days (1.67 hours per pay period)	10 Days
	36+ months – 72 months	10 Days (3.33 hours per pay period)	
	72+ months	15 Days (5.00 hours per pay period)	
12 Month Non-Certificated Employees, i.e. not eligible for State pension (ex. Non-certificated Home Office staff, Office Coordinators, and School Operations Managers)	0 months – 36 months	15 Days (5.00 hours per pay period)	N/A
	36+ months – 72 months	20 Days (6.67 hours per pay period)	
	72+ months	25 Days (8.33 hours per pay period)	

If a classified school-based employee is required to participate in TCRS, their PTO/sick calendar may reflect the pension-eligible appropriate listing above.

Donation of Sick Leave

At-will employees are prohibited from donating or requesting donation of sick leave from any other Green Dot employee.

VI.F. Time Off for Voting

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time, and the time taken off shall be combined with the voting time available outside of working hours to a maximum of three (3) hours combined. Under these circumstances, an employee will be allowed a maximum of three (3) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give his or her manager at least two (2) days' prior notice.

VI.G. Time Off for Jury Duty

An employee's manager and Green Dot's Human Resources Department should be promptly notified when an employee receives a summons for jury duty. Green Dot will continue a non-exempt employee's full salary and benefits for up to five (5) working days for jury duty. For exempt unrepresented employees, Green Dot will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. If the employee is called to jury duty, he/she must give his/her manager reasonable notice so that accommodations can be made to manage the workload. If an employee seeks to be excused from jury duty, it is his/her responsibility to request to be excused in accordance with those exemptions provided for in applicable law. It will be the responsibility of the employee, when possible, to request a call in program for performing his/her jury duty and to submit the required information reflecting his/her jury duty service in Workday.

Any compensation, less any mileage expenses, received for serving as a juror shall be endorsed over to the school site or Home Office so that the employee's compensation for any days of absence for the above purposes shall not be in excess of nor less than, his/her regular pay, unless required by applicable law.

VI.H. Bereavement Leave

All employees may be granted up to three (3) days off from work at the regular base pay rate for bereavement of a member of their immediate family (spouse, parent, sibling, child, grandparent, mother-in-law, father-in-law, or domestic partner) without deduction from other leave benefits. This leave may be extended to five (5) days if travel of more than two hundred (200) miles (roundtrip) is required. Subject to manager approval, an employee desiring additional time off to attend services may use accrued PTO or sick time.

Green Dot may require employees to submit a death certificate that justifies the use of any bereavement leave.

VI.I. School Appearance and Activities Leave

As required by law, Green Dot will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of Green Dot, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification to their supervisor or Green Dot's Human Resources Department of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

VI.J. Emergency or Weather Shutdown

In the event of severe weather conditions, natural disasters or other emergencies, Green Dot may be closed. The decision to close Green Dot may be made by the CEO/Executive Director (or designee) of Green Dot. Employees should expect to be contacted directly to know Green Dot's decision for the particular day. Any compensation for employees throughout the duration of such closures will be subject to the decision of Green Dot's CEO/Executive Director or designee to the extent allowable under applicable law.

For exempt employees, no loss of pay will occur as a result of missed or truncated days for these reasons as long as they are on active duty at the time of the event (i.e., not on a leave of absence, taking PTO, etc.). Additionally, if exempt employees report to work and find that Green Dot is unexpectedly closed due to an emergency, no loss of pay will occur for that day.

Non-Exempt full-time employees may receive up to five (5) paid days during an emergency or weather shutdown each year, if applicable.

VII. LEAVES OF ABSENCE

It is Green Dot's policy to grant leaves of absence to all eligible employees on a non-discriminatory basis. A leave of absence ("LOA") will be granted for all legally mandated leaves including, but not limited to:

- Family/Medical Leave
- Pregnancy Disability Leave
- Military/Reserve Duty

Personal unpaid leaves may also be granted. Please contact Human Resources for information on available leaves.

Unless specified in the individual policies outlined below, the following addresses various issues related to leaves of absence:

Request for Leave

Requests for a LOA should be provided thirty (30) days in advance, or as far in advance as practically possible. All leave requests must be submitted, in writing, to Green Dot's Human Resources Department or the direct supervisor using the appropriate Request for Leave of Absence form available on Connect.

Compensation

Compensation during a LOA is not provided by Green Dot unless required by applicable law. An employee may be eligible for wage replacement through Green Dot's Supplemental Disability Insurance Administrator and/or state programs. Employees may also elect to replace lost wages with accrued sick leave or PTO while on leave. Payout of any sick leave or PTO will be pro-rated and coordinated with disability payments and/or state provided payments so not to exceed an employee's base rate of pay.

Employment Status

While an employee is on an approved LOA, the employee will be placed on inactive status. During inactive status, employees do not continue to accrue benefits based on hours worked including paid holidays, PTO, sick, and retirement benefits.

Health Benefits

Green Dot will continue an employee's health insurance policies while on an approved leave in accordance with applicable law,. Employees on leave are responsible for paying their employee benefit contributions that they would otherwise be deducted from their paycheck. Employees may continue their health insurance benefits beyond what is provided by Green Dot through COBRA. Employees who waive medical benefits during this period will continue to receive a waiver benefit reimbursement to be paid upon return from a LOA. It is the employee's responsibility to make this request for reimbursement.

VII.A. Family and Medical Leave

Family and medical leave shall be provided in accordance with federal and state laws.

The following policy demonstrates Green Dot's compliance with the Family and Medical Leave Act ("FMLA") which requires employers to grant twelve (12) unpaid work weeks of FMLA leave in a twelve (12) month period to eligible employees for certain medical and family-related reasons. Green Dot abides by any state regulated leave laws.

The more generous of the two laws will apply to the employee if the employee is eligible under both federal and state laws. Green Dot has adopted the rolling calendar period for the purpose of calculating time off under FMLA. Using this method, time off under FMLA is measured backward twelve (12) months. Each time an employee takes FMLA leave, the remaining leave entitlement would be the balance of the twelve (12) weeks which has not been used during the immediately preceding twelve (12) months.

Events That May Entitle an Employee to FMLA Leave

Twelve workweeks of leave in a twelve (12) month period for:

1. The birth of a child and to care for the newborn child within one year of birth;
2. The placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
3. To care for the employee's spouse, child, or parent who has a serious health condition;
4. A serious health condition that makes the employee unable to perform the essential functions of his or her job, including a serious health condition resulting from an on-the-job illness or injury;

Military Family Leave Entitlements

Under federal law, unpaid leave may also be requested by eligible employees who have any qualifying exigency arising out of the fact that the spouse or a son, daughter, parent, domestic partner, or next of kin of the employee is on covered active duty (or has been notified of an impending call or order to covered active duty) in the armed forces and may use their twelve (12) week entitlement to address certain qualifying circumstances. Qualifying circumstances may include deploying on short-notice, attending certain military events, arranging for alternative child care and school activities, addressing certain financial and legal arrangements, attending certain counseling sessions, engaging in rest and recuperation, and attending post deployment reintegration briefings.

The federal FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single twelve (12) month period. This leave applies if the employee is the spouse, son, daughter, parent, domestic partner, or next of kin caring for a covered military service member or veteran recovering from an injury or illness suffered while on active duty in the armed forces or that existed before the beginning of the member's active duty and was aggravated by service or that manifested itself before or after the member became a veteran.

Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by Green Dot for the last twelve (12) consecutive months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave.

Leave Designation. If an employee does not expressly request FMLA leave, Green Dot reserves the right to designate a qualifying absence as FMLA leave and will give notice of the FMLA designation to the employee. If an absence is a qualifying event under FMLA, the leave will run concurrent with short-term disability, long-term disability, workers' compensation, and/or any other leave where permitted by state and federal law.

Interaction with Accrued Paid Time Off. FMLA leave, and paid vacation or sick time will run concurrently as provided under Green Dot policy except where prohibited by state law.

Job Protection. An employee's job, or an equivalent job, is protected while the employee is on a job protected leave of absence. Both federal and applicable state laws require that employees be returned to their positions or

to another job of like pay and status at the end of FMLA or other job protected leave. Note: If an employee is unable to return to work after the expiration of federal or state job protected leave, an extension may be granted if the condition constitutes a disability under the Americans with Disabilities Act (ADA), state law or in certain workers' compensation cases.

Military Leave

Green Dot supports the military obligations of all employees and grants leaves without pay for uniformed service in accordance with applicable federal and state laws. Any employee who needs time off for uniformed service should immediately notify the Human Resources department and his or her supervisor and provide a copy of the official orders or instructions. Additionally, the employee must submit a Leave of Absence request form to the Benefits Department, who will provide details regarding the leave. If an employee is unable to provide notice before leaving for uniformed service, a family member should notify the supervisor as soon as possible.

Upon return from military leave, employees will be granted the same seniority, pay, and benefits as if they had worked continuously. Failure to report for work within the prescribed time after completion of military service will be considered a voluntary termination.

All employees who enter military service may accumulate a total absence of five (5) years and still retain employment rights.

Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he or she had when the leave commenced, if applicable.

Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave Form and submitting it to his/her Supervisor. An employee asking for a Request for Leave Form will be given a copy of Green Dot's current Leave of Absence Request Packet.
2. If the need for the leave is foreseeable (i.e., for planned, non-emergency medical treatment), the employee must give a minimum of thirty (30) days advance notice to Green Dot. If an employee fails to provide the requisite thirty (30) days advance notice for foreseeable events without any reasonable excuse for the delay, Green Dot reserves the right to delay the taking of the leave until at least thirty (30) days after the date the employee provides notice of the need for leave. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to disrupt unduly Green Dot's operations.
3. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
4. If an employee needs intermittent leave or a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, that leave/schedule is subject to the approval of the employee's health care provider. The employee must also work with his or her supervisor to schedule the leave so as not to unduly disrupt the organization's or school's operations. The employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

5. Green Dot will respond and provide a notice of eligibility to a FMLA leave request within five business days of acquiring knowledge that the leave is being requested for an FMLA-qualifying reason. If an FMLA leave request is granted, Green Dot will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a family member's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by Green Dot. (The term "family member" shall be as defined in the FMLA.) Failure to provide the required certification within fifteen (15) days of the leave request may result in denial of the leave request until such certification is provided.
2. If Green Dot has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, Green Dot may request a second opinion by a health care provider of its choice (paid for by Green Dot). If the second opinion differs from the first one, Green Dot will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
3. Re-certifications are required if leave is sought after expiration of the time estimated by the health care provider. Re-certifications may also be required every 30 days upon the request of Green Dot. Failure to submit required re-certifications can result in termination of the leave.

Should the employee not complete and return the Leave of Absence paperwork and/or submit the appropriate medical certifications in alignment with this policy and the guidelines set forth in the Leave of Absence packet his/her leave request may be viewed as an unauthorized absence that could result in termination of employment.

Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee, as defined in the FMLA, whose reinstatement would cause serious and grievous injury to Green Dot's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
2. Before an employee will be permitted to return from FMLA leave taken because of his or her own serious health condition, the employee must obtain a certification from his or her health care provider that he/she is able to resume work.
3. If an employee can return to work with limitations, Green Dot will evaluate those limitations and, if reasonable, will accommodate the employee as required by law.

Limitations on Reinstatement from FMLA Leave

1. Green Dot may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to Green Dot's operations. A "key" employee is an exempt salaried employee who is among the highest paid ten percent (10%) of Green Dot's employees within seventy-five (75) miles of the employee's worksite.
2. A "key" employee will be advised, in writing, at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he or she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if Green Dot determines that substantial and grievous injury to Green Dot's operations will result if the employee is reinstated from

FMLA leave. At the time it determines that refusal is necessary, Green Dot will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause Green Dot to suffer substantial and grievous injury. If Green Dot realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

Employment During FMLA Leave

An employee on FMLA leave may not accept employment with any other employer without Green Dot’s written permission. An employee who accepts such employment will be deemed to have resigned from employment at Green Dot.

VII.B. Pregnancy and Parent Leave

Tennessee Maternity and Parental Leave

Tennessee Maternity and Parental Leave (“TMPL”) shall be provided in accordance with federal and state laws. This policy explains how Green Dot will comply with the Tennessee Parental Leave Act (TCA 4-21—408), which requires Green Dot to give each employee, male or female, an unpaid leave of absence of up to four (4) months, as needed, for adoption, pregnancy, childbirth and nursing an infant. With regard to adoption, the four month period will begin at the time the employee receives custody of the child. FMLA leaves runs concurrently with TMPL.

Employee Eligibility Criteria

Employees must have been employed by the same employer for at least twelve (12) consecutive months as full-time employees, as determined by the employer at the job site or location, to be eligible for TMPL.

Events That May Entitle an Employee to Parental Leave

Employees are eligible for TMPL for adoption, pregnancy, childbirth and nursing the infant, where applicable.

Duration of Parental Leave

TMPL may only be taken in one period that does not exceed four months. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

Health Benefits

The provisions of Green Dot’s various employee benefit plans govern continued eligibility during TMPL and these provisions may change from time to time. When a request for TMPL is granted, Green Dot will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period. Employees who waive medical benefits during this period will continue to receive a waiver benefit reimbursement to be paid upon return from leave of absence. It is the employee’s responsibility to make this request for reimbursement.

Seniority

An employee on TMPL remains an employee of Green Dot and a leave will not constitute a break in service. When an employee returns from TMPL, he or she will return with the same seniority he or she had when the leave commenced.

Requesting and Scheduling TMPL

An employee must request TMPL by completing a Request for Leave form and submitting it to the employee's supervisor. When foreseeable, at least three (3) months advance notice must be given to the employer in anticipation of TMPL.

1. Employees who give at least three (3) months advance notice to their employer of their anticipated date of departure for such leave, their length of leave, and their intention to return to full-time employment after leave, shall be restored to their previous or similar positions with the same status, pay, length of service credit and seniority, wherever applicable, as of the date of their leave.
2. Employees who are prevented from giving three months advance notice because of a medical emergency which necessitates that leave begins earlier than originally anticipated shall not forfeit their rights and benefits under this policy solely because of their failure to give three months advance notice.
3. Employees who are prevented from giving three months advance notice because the notice of adoption was received less than three months in advance shall not forfeit their rights and benefits under this policy solely because of their failure to give three months advance notice.
4. In most cases, Green Dot will respond to a pregnancy disability leave request within two days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten days of receiving the request. If a PDL request is granted, Green Dot will notify the employee, in writing, and leave will be counted against the employee's PDL entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

An eligible employee complying with the notice requirements is entitled to reinstatement to his or her previous position or a similar position with the same status, pay, length of service credit and seniority, wherever applicable, as of the date of his or her leave

1. If an employee's job position is so unique that the employer cannot, after reasonable efforts, fill that position temporarily, then the employer shall not be liable for failure to reinstate the employee at the end of the TMPL period.
2. Whenever Green Dot shall determine that the employee will not be reinstated at the end of such leave because the employee's position cannot be filled temporarily or because the employee has used such leave to pursue employment opportunities or to work for another employer, Green Dot shall so notify the employee.

Employment during Parental Leave

The purpose of this section is to provide leave time to employees for adoption, pregnancy, childbirth and nursing the infant, where applicable; therefore, if Green Dot finds that the employee has utilized the period of leave to pursue actively other employment opportunities or if Green Dot finds that the employee has worked part time or

full time for another employer during the period of leave, then Green Dot shall not be liable under this section for failure to reinstate the employee at the end of the leave.

VII.C. Military/Reserve Leave

Green Dot shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, Green Dot shall continue the employee's health benefits. For service of more than thirty (30) days, the employee shall be permitted to continue his/her benefits at his/her expense through COBRA. Employees are entitled to use accrued paid time off as wage replacement during time served, provided such time accrued prior to the leave.

Except for employees serving in the National Guard, Green Dot will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA shall be credited, upon his or her return to Green Dot, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Tennessee National Guard Duty

Employees called to active state duty by the Governor, under the authority of Tennessee Code Ann. 58-1-108, to perform official duties in connection with the Tennessee National Guard activities are performing military service and engaged in the performance of duty in the service of the state as provided in Tennessee Code Ann. 8-33-109. Accordingly, such employees shall be entitled to leaves of absence without loss of pay, accrued leave time or other rights or benefits as provided in Tennessee Code Ann. 8-33-109.

VII.D. [Intentionally Left Blank]

VII.E. [Intentionally Left Blank]

VII.F. [Intentionally Left Blank]

VII.G. Emergency Services Leave

An employee may take unpaid time off to perform training or emergency duty as a volunteer firefighter, reserve peace officer, volunteer emergency rescue personnel or civil air patrol.

Employees may take up to ten (10) days of unpaid leave for civil air patrol duty each calendar year and fifteen (15) days of leave per calendar year for the purpose of engaging in fire or law enforcement training. However, civil air patrol leave for a single emergency mission cannot exceed three (3) days, unless the emergency is extended by the entity in charge of the operation and the extension of leave is approved by Green Dot. Please alert your supervisor that you may have to take time off for emergency duty. An employee must give advance notice, when possible, and no later than the end of the first day of leave when the need for leave is an emergency.

VII.H. Personal Leave

Any request for a personal leave of absence without pay must be submitted, in writing, by the employee to his/her immediate supervisor or Green Dot's Human Resources Department as far in advance as possible. The request will be reviewed on a case-by-case basis. The decision to approve or disapprove is based on the applicable law, circumstances, length of time requested, employee's job performance and attendance record, reasons for the leave, effect the employee's absence will have on the work in the department, and the expectation that the employee will return to work when the leave expires. Employees on unpaid leaves will be re-instated, if possible, upon return from such approved leaves. While Green Dot will make reasonable efforts to find a suitable available position, such position cannot be guaranteed. If a position becomes available, it may be different in terms of job duties and compensation from the position vacated at the start of the leave.

Employees have the choice of using existing PTO or sick leave for a leave under this policy. If no such leave is available, leave under this policy will be unpaid. During the time that an employee is on a personal leave of absence, the employee is not eligible to accrue PTO. Personal leaves of absence may not exceed one month, unless otherwise granted by Green Dot and allowable under applicable law. Unemployment insurance benefits cannot be collected while on a personal leave of absence.

VII.I. Short Term and Long Term Disability Plans

Full-time regular employees may be eligible for up to two (2) tiers of disability coverage provided by Green Dot.

1. Green Dot's Short Term Disability Program – Green Dot's Short Term Disability plan provides coverage beginning the 1st day, subject to a state mandated waiting period, and continues through the 90th day of a disability with doctor certification. Through a combination of state disability insurance payments (where applicable) and Green Dot's insurance carrier's payments, the employee will receive 60% of pre-disability earnings to a maximum of \$1,500 per week.
2. Green Dot's Long Term Disability Program – Green Dot's Long Term Disability plan provides coverage beginning on the 91st day of a disability with doctor certification. The employee will receive 60% of pre-disability earnings to a maximum of \$10,000 per month. Coverage will continue for the length of the maximum benefit period as defined by Green Dot's insurance carrier.

Green Dot's Human Resources Department must be notified of the need for a leave of absence due to a medical condition. Before any payments will be made to the employee under this plan, a certificate from his/her health care provider certifying the disability must be provided to the disability insurance carrier. The employee may be

required to provide periodic updates of his/her status, such as the expected date of, and intent to, return. During the leave, the employee may be asked for additional information certifying the need for the leave within the limits of applicable law. Prior to returning to work, the employee must provide Green Dot's Human Resources Department with a written release to return to work from the health care provider who is treating the employee.

This Disability Policy is not intended to supersede, change or modify an employee's eligibility for a protected leave of absence under applicable law, including FMLA. If approved, disability benefits run concurrently with any protected leave of absence under applicable law, including FMLA, and any applicable state pregnancy/parental leave laws.

VIII. OTHER EMPLOYMENT POLICIES AND PRACTICES

VIII.A. Safety and Emergency Preparedness

Green Dot is committed to providing a workplace for all employees that is safe, healthy and pleasant. In able to provide such an environment, employees should familiarize themselves with all of the following safety policies. Failure to follow any of the safety policies may result in discipline, up to and including termination of employment.

Workplace Security

It is critically important that employees follow security procedures established at each work location for the protection of all employees and stakeholders, and the facility and the assets contained in that facility. The following are a set of important security principles.

- Employees who are issued keys, access cards, and/or gate clickers ("Access Items") should maintain those items in a safe and secure place and should not allow others to borrow those items. If an item has been misplaced or stolen, employees must report those items missing to his/her immediate supervisor within twenty-four (24) hours and may be responsible for the cost of the replacement. When an employee leaves Green Dot, Access Items must be returned to his/her immediate supervisor within twenty-four (24) hours or as soon as practicable thereafter.
- Employees who are issued security codes to access facilities on off-hours must not share his/her code with anyone else.
- Any employee who believes he/she may be the last to leave the premises for the day should make sure all external entrances and windows are secured and properly locked.
- Employees who would like to have someone visit a Green Dot work location should follow the visitor procedures for that location. All locations should have procedures requiring visitors to sign in and out.
- Employees should secure any valuable items (e.g., computers, LCD projectors) at the end of each day in a locked desk, cabinet, or closet.
- Employees should contact their location's security or their supervisor immediately if they observe any suspicious activity, including, but not limited to unidentified visitors, persons loitering, or other potential security risks.
- Employees are discouraged from bringing any personal property onto a Green Dot facility, unless authorized pursuant to a duly executed agreement. Except as noted directly below, Green Dot is not responsible for any lost, damaged, or stolen personal property brought onto a Green Dot site. Green Dot is also not responsible for any damages resulting from any use of unauthorized personal property while on a Green Dot facility or within the scope of employment.
- On a case-by-case basis and as determined by Green Dot's Director of Finance and Operations (or equivalent position) or designee, Green Dot may provide reimbursement or partial reimbursement to an employee for personal property that is stolen or damaged while at a work site or work-related activity by means of no negligence by the employee. Such personal property must be reasonably foreseeable to be present with the employee on a work site or work-related activity (e.g., personal cell phone, technology for classroom instruction authorized in advance by an immediate supervisor). Further, the employee shall bear the burden to show that the personal property was in working order prior to the theft or damage, and that the theft or damage occurred through no negligence of the employee.
- If an item of Green Dot property has been misplaced or stolen, employees must report such items to his/her immediate supervisor within one (1) business day of learning of the misplacement or theft, and the employee may be responsible for the cost of the replacement (see the Technology Policy for additional information).

Workplace Facilities

Respecting Green Dot facilities is important in creating a pleasant place to work. All employees are asked to do their fair share in keeping work areas, offices, bathrooms and common areas neat and attractive. Below is a set of important principles related to facilities:

- Employees consuming food or beverages in personal work areas or common areas should dispose of the related trash in a timely manner.
- Hazards, such as wet or slippery floors, leaks, plumbing problems, exposed wiring, or anything else that may promote an unsafe condition should be reported to the designated facilities liaison at the site or to the employee's immediate supervisor immediately.
- Employees should ensure paths of travel and doorways are clear from any blockage and no electrical or other cords are used in a manner in which they would create a tripping or other hazard.
- Employees should alert their immediate supervisor, school administration, or building maintenance immediately upon discovering any open or broken building entrances/exits, including, but not limited to, fences, doors, and windows.
- Employees whose job requires the use of hazardous materials and/or equipment may be required to complete annual training to ensure full knowledge of safety standards.
- Employees shall not alter any portion of a Green Dot facility, (e.g. painting of walls, doors), without appropriate approval by their immediate supervisor and Green Dot's Director of Facilities or equivalent position.
- Employees shall not bring any personal furniture items, such as refrigerators, space heaters, couches, and other furniture or appliances, without prior approval by their immediate supervisor.

Bloodborne Pathogens

All Green Dot employees are required to complete annual bloodborne pathogens training.

Bloodborne pathogens are microorganisms (e.g., viruses) transmitted through blood, or other potentially infectious material (such as certain bodily fluids like vomit or feces, or tissues).

In the event of an injury resulting in the release of blood or other body fluids that could contain pathogens (e.g., HIV, HBV), the first step is to treat the injured party. Employees should familiarize themselves with their location's first response team for this matter.

Spilled blood or body fluids should not be cleaned up without the appropriate protective equipment and materials specifically designated for such fluids. In the case in which spilled body fluids need clean-up, this procedure must be followed by all Green Dot employees, as follows:

1. Inform the Principal, Assistant Principal, or supervisor on duty. The informed supervisory individual should be aware of the individual(s) doing the actual clean-up and the purpose of the clean-up.
2. Clean up the spilled blood or body fluids, as follows:
 - a) Put on protective gloves (latex, vinyl or other leak-proof material).
 - b) Spread the absorbent material (use paper towels when possible) on the spilled blood or body fluids, or use the Emergency First Responder Pack kit located in the school's medical supply cabinet.
 - c) Neutralize the potential pathogens with a 10% bleach-with-water solution or use the solution provided in the Emergency First Responder Pack. Cover the spill for fifteen (15) minutes.

- d) Place all potentially contaminated materials in a leak-proof plastic bag.
 - e) Sweep/mop-up any additional neutralized/absorbed fluids and place in the leak-proof plastic bag.
 - f) Clean sweep/mop materials with hot, soapy water.
 - g) Remove gloves from inside-out and place in the bag.
 - h) Secure the bag, place a biohazard sticker on it and discard it properly.
 - i) Wash hands thoroughly in hot, soapy water.
3. After all activity is completed and checked by the supervisory individual, the supervisor should complete an incident report.

Emergency Preparedness

Green Dot employees shall follow all applicable emergency preparedness plan(s) and each Green Dot location shall conduct safety drills as required by law. Employees shall familiarize themselves with the appropriate plans, including, but not limited to:

- Emergency Communication Codes;
- Evacuation routes and procedures;
- Lock down codes and procedures;
- Locations of alarms and fire extinguishers, and procedures for using them if the need should arise;
- Location of emergency supplies; and

Workers' Compensation

Workers' Compensation is designed to ensure that employees who are injured, become ill, or are disabled on the job are provided with needed medical care and wage-loss protection. Employees with a work-related injury must immediately notify their immediate supervisor and Green Dot's Human Resources Department. Employees must also complete the Injury On-Site Packet found on the Human Resources Department's page on Connect within twenty-four (24) hours of the incident.

Employees may not qualify to see their personal physician under Green Dot's Workers' Compensation insurance.

Employees should work with Green Dot's Human Resources Department to determine which doctors qualify prior to seeing a doctor. However, in case of an emergency, employees should call 911 or go to the nearest hospital emergency room for treatment.

Time off for the purpose of a work related injury or illness, including treatment, will be considered time off under the FMLA and any other applicable federal or state mandated leaves. While they engage in the Workers' Compensation process, in accordance with law and the guidelines outlined on Connect, employees may have the ability to use accrued sick leave or PTO.

Green Dot has a legal obligation to notify the insurance company of any concerns of false or fraudulent claims.

VIII.B. Technology Policies

Acceptable Use Policy

Technology is an integral part of classroom instruction, school operations, and organizational efficiency. Green Dot aims to provide the tools and infrastructure for its employees to leverage technology efficiently and to provide the best service possible to Green Dot's stakeholders.

This acceptable use policy lays out Green Dot's guidelines for the following aspects of technology use:

- Use of Green Dot's Network
- Internet Safety, Content Filtering & Monitoring
- Organizational Data & Privacy
- Electronic Communication
- Social Media
- Mobile Phones
- Asset Management

For specific questions, contact Green Dot's technology helpdesk, NerdFone, at 323-565-1650 or nerdfone@greendot.org. A representative will work with Green Dot's Information Technology ("IT") Department or Knowledge Management ("KM") Department to provide an answer.

Use of Green Dot's Network

The Green Dot network is the backbone of connectivity in all regions. This includes WAN, LAN, wireless, Internet, VOIP, IP speakers/clocks, IP security cameras, and Green Dot's core applications, including PowerSchool, Tableau, and other hosted systems.

Use of Green Dot's network should be limited to professional activities only and take into account shared use of this network among all Green Dot regions. Green Dot reserves the right to monitor all communications and network usage for improper use. Examples of improper use include:

- Accessing other users' files or accounts, including email.
- Using Green Dot's applications & data systems to promote unethical practices or any activity prohibited by law.
- Transmitting material via Green Dot's applications & data systems that is threatening, obscene, disruptive or sexually explicit, or that could be construed as libel, slander, threats of bodily harm, or harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs.
- Downloading and/or using copyrighted material without the author's permission.
- Vandalism or hacking of any applications & data systems. This includes uploading, downloading, or creating computer viruses and/or any malicious attempt to harm or destroy district equipment or materials or the data of any other user.

Internet Safety, Content Filtering, & Monitoring

Green Dot provides content filtering on a region-by-region basis. Content, including SPAM mail, is filtered based on the following criteria:

- Content poses a risk to staff and student safety (e.g., Facebook, Twitter, Instagram, Snapchat).
- Content poses a risk to the integrity of all network and IT systems (e.g., file sharing, phishing).
- Content violates Children's Internet Protection Act (CIPA), which dictates that Internet access to minors must be filtered from content that is inappropriate, unauthorized, unlawful, and/or harmful.

In the event that a Green Dot employee wishes to have a specific website or application reviewed, he/she should follow the steps below:

- Document the URL (e.g., www.website.com), the type of content on the website, and why he/she needs access to that particular website.
- Present this request to his/her school site administrator (Principal or Assistant Principal) or immediate supervisor.
- Administrators/Supervisors will review the request and provide feedback. When complete, he/she may submit to NerdFone.
- NerdFone will review the request with Green Dot's IT Department and determine the risk associated with the request and the effect of the request on other schools in the region.
- When complete, NerdFone will notify all participating parties of the decision. Appropriate changes will be instituted if changes are deemed applicable.

Organizational Data & Privacy

Green Dot takes seriously the task of ensuring the security of its data systems and applications. All Green Dot enterprise systems, including those hosted internally and externally, are encrypted and inaccessible without Green Dot-provided access. Access can only be provided to Green Dot employees and, when applicable, third party vendors providing services to Green Dot.

Employees and students should be aware that all content and communications over Green Dot-affiliated electronic networks, including email, phones, and data systems, are not private. Green Dot reserves the right to access employee and student accounts and information via multiple systems and methods including, but not limited to:

- Office 365 & Exchange (e-mail)
- Google Apps for Education & Google Drive
- PowerSchool
- Tableau
- Scholastic
- IO Assessment (formerly known as EADMS)
- Illuminate
- EDReflect (formerly known as BloomBoard)
- Employee & student computers & devices
- Employee & student files

Employees who violate Green Dot's organizational data security guidelines will be subject to disciplinary action, revocation of the user account, and legal action as appropriate. Violations include:

- Sharing personal login information to Green Dot applications & data systems.
- Accessing other users' personal files or accounts, including email.
- Additional violations as stated in the *Use of Green Dot's Network* section.

Violations of these policies should be reported to Green Dot's IT Department immediately.

Electronic Communication

Green Dot may provide its employees with access to electronic communication accounts (e.g., e-mail, text messages). Green Dot will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are obscene, pornographic, harmful to minors, or otherwise inappropriate over Green Dot's network. Green Dot may monitor users' online activities and to access, review, copy, store, or delete any electronic

communication or files, and disclose them to others as it deems necessary (consistent with FERPA, the Health Insurance Portability and Accountability Act of 1996, or other applicable law). Users have no reasonable expectation of privacy, during or outside of work hours, regarding their use of Green Dot technology, including, but not limited to, any electronic communication. System security features, including passwords and delete functions, do not neutralize Green Dot's ability to access data at any time. Employees must be aware that the possibility of such access always exists.

All Green Dot employees must use Green Dot electronic communication for ethical, professional communication purposes, adhering to the following:

- Access to, and use of, Green Dot electronic communication accounts is limited to conducting Green Dot business and educational activities.
- Personal electronic communication accounts should not be used for communicating with students and/or parents/guardians.
- The use of the Green Dot electronic communication accounts, is permitted outside of work hours by exempt employees so long as such use is consistent with all Green Dot policies.
- Communication by electronic means must reflect professional standards at all times.
- When any e-mail correspondence with students, parents, and/or guardians has potential to escalate, the e-mail communication should immediately be discontinued. The staff member should contact the school administrator for next steps. (For additional information regarding e-mail communication with students, please refer to Section IV.C., "Professional Boundaries: Staff/Student Interaction Policy", of this Employee Handbook)
- Green Dot's e-mail accounts may not be used for political or personal gain.
- Green Dot's e-mail accounts may not be used for attempting or successfully sending anonymous messages.
- Green Dot staff members may not delete, copy, modify, or forge other users' names, emails, files, or data.
- Employees should not use personal devices or email accounts for Green Dot-related communications. Such communications should only take place using Green Dot-issued devices and via the employee's Green Dot email account.

When any employee becomes aware of another employee having violated Green Dot's Code of Conduct by means of electronic communication, the following steps apply:

- If the observed behavior appears minor, he or she may speak to this employee or report the matter to an appropriate supervisor in a timely manner; or
- If the observed behavior appears significant, he or she must report the matter to an appropriate supervisor as soon as practicable.

A supervisor receiving the report shall keep the matter as confidential as possible under the circumstances. It is the duty of the supervisor receiving the report to ensure that the matter is investigated and resolved to the extent possible under the circumstances.

Social Media

Individual Use

Social media, including applications such as Facebook, Twitter, Instagram, and Snapchat, are not accessible while on the Green Dot network. Employees may request access from Green Dot's IT Department to specific applications based on their job description and responsibilities.

Green Dot employees are encouraged to limit their use of these types of applications, including use on personal devices and connections, during work hours, except in cases specific to one's job responsibilities.

Green Dot employees should be mindful that all information posted to or uploaded to the Internet is ultimately accessible to users around the world. To avoid jeopardizing their professional effectiveness, employees are encouraged to familiarize themselves with the privacy policies, settings, and protections on any social media they choose to use. Employees should also be aware that information posted online, despite privacy protections, is often easily accessible and may be seen by students, parents, Green Dot administration, and other Green Dot stakeholders.

Educational Use

Green Dot recognizes that social media may have educational value to further Green Dot's mission and values, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members.

Definitions

"Social media" means an online platform for collaboration, interaction, and active participation (e.g., sites for social networking, media sharing, blogs, microblogs, wikis, and virtual worlds).

"Social networks" are online spaces that allow users to create customized profiles and form connections with other users based on shared characteristics and interests (e.g., Instagram, Facebook, Twitter, LinkedIn).

"Media sharing" are online spaces that allow users to post and share videos, audio files, and/or photos, which may be searchable (e.g., Instagram, YouTube, Flickr, Picasa, Shutterfly).

"Blogs" are online logs or journals in which authors and users can post textual, audio, or video content (e.g., BlogSpot).

"Microblogs" are online spaces that allow users to post short blog entries (e.g., Twitter, Facebook, Foursquare).

"Wikis" are online resources or documents edited collaboratively by a community of users with varying levels of editorial control by the website publisher (e.g., Wikipedia).

"Virtual worlds" are online or software-based platforms that allow users to create avatars (i.e., a graphical image that represents a person) to meet, socialize, and transact with other users.

Social Media Approval Process

Any Green Dot teacher, staff member, coach, or volunteer who seeks to utilize social media for Green Dot-related purposes must submit a written request to Green Dot's Vice President of Technology or designee for approval. The request must identify:

1. The online tools the requestor desires to use;
2. The social media platform's purpose;
3. How the platform will comply with this policy; and
4. The name of a proposed individual who will be responsible for monitoring the social media platform's content.

Approval of the proposed social media platform shall only be granted upon written confirmation from the Vice President of Technology or designee, who must designate the individual responsible for monitoring the social media platform's content.

A social media platform that is created by a parent-teacher organization, a booster club, or other Green Dot-connected organization, or a student's or an employee's personal site, is not considered to be a Green Dot-approved social media platform.

Guidelines

A Green Dot-approved social media platform shall be used only for its stated purpose(s) and in a manner consistent with this policy. A Green Dot-approved social media platform does not create a limited public forum or otherwise guarantee an individual's right to free speech.

All Green Dot-approved social media platforms shall be regularly monitored. Individuals responsible for monitoring content may remove posts based on viewpoint-neutral considerations in an even-handed, consistent manner. Example of posts that may be removed include, but not limited to, posts that violate Green Dot's policy or content guidelines, posts that violate laws against discrimination or harassment, or posts that are unrelated to the purpose of the particular social media platform. To this end, users must be informed of the social media platform's purpose and the limited nature of any potential discussion.

Each Green Dot-approved social media platform shall prominently display:

- The purpose of the site along with a statement that users are expected to use the site only for those intended purposes.
- A statement that the site is regularly monitored and that any inappropriate post will be promptly removed. Inappropriate posts include those that:
 - Are obscene, libelous, or so incite students as to create a clear and present danger of the commission of unlawful acts on Green Dot premises, violation of Green Dot policy, or substantial disruption of Green Dot's operations.
 - Are not related to the stated purpose of the site, including, but not limited to, comments of a commercial nature, political activity, and comments that constitute discrimination or harassment.
- Protocols for users, including, but not limited to, users will have no expectation of privacy and must communicate in a respectful, courteous, and professional manner.
- A statement that users are personally responsible for the content of their posts and that Green Dot or its schools are not responsible for the content of external online platforms.
- A disclaimer that the views and comments expressed on the site are those of the users and do not necessarily reflect the views of Green Dot or its schools.
- A disclaimer that any user's reference to a specific commercial product or service does not imply endorsement or recommendation of that product or service by Green Dot or its schools.
- The individual(s) to contact regarding violation of Green Dot policies or guidelines regarding the use of Green Dot-approved social media platforms.

Green Dot staff and students who post inappropriate or prohibited content on Green Dot-approved social media platforms may be subject to cancellation of user privileges, and discipline in accordance with Green Dot policy.

Green Dot employees who participate in Green Dot-approved social media platforms shall adhere to all applicable Green Dot policies, including, but not limited to, professional standards related to interactions with students.

When appropriate, employees using Green Dot-approved social media platforms shall identify themselves by name and Green Dot title/position, and include a disclaimer stating that the views and opinions expressed in their post are theirs alone and do not necessarily represent those of Green Dot or its schools.

Note: Nothing in this policy is meant to, nor should it be interpreted to, in any way limit employee rights under any applicable law to engage in protected concerted activities with other employees to improve terms and conditions of employment, such as wages and benefits.

Content as a Public Record

Information posted on Green Dot-approved social media platforms may be considered a public record pursuant to the Tennessee Open Records Act (T.C.A. § 10-7-501 et seq.).

Use of Copyrighted Materials

Users of Green Dot-approved social media platforms must comply with all applicable laws. In compliance with federal copyright laws, Green Dot and its staff and students may make fair use of materials for instructional purposes so long as they are not likely to deprive a publisher or an author of income. Users should give credit when due and not plagiarize materials. Hyperlinking to outside sources is recommended. When hyperlinking to other online resources, the user shall ensure that the linked content is consistent with this policy.

Photographs taken by professional photographers cannot be scanned and used online without the photographer's express written permission.

Privacy

Social media sites and/or any other online platforms shall not be used to transmit confidential information about students, staff, or Green Dot operations.

Green Dot policy pertaining to the posting of photographs of students and the privacy of telephone numbers, home addresses, and e-mail addresses shall also apply to Green Dot-approved social media platforms.

Mobile Phones

Green Dot may provide mobile phones to a limited number of employees during the term of their employment at Green Dot. These phones are provided to allow employees to efficiently conduct business and to allow employees to be more accessible to parents, colleagues, and community members. Green Dot-issued mobile phones are not intended for personal use. Calls, texts, and use of data not related directly to Green Dot or school business are strictly prohibited.

Terms of Use:

- Each mobile phone is the property of Green Dot and is issued to Green Dot employees for work-related business only.
- Employees are responsible for reimbursing Green Dot for any charges related to any non-business calls above and beyond the employee's service plan.
- Green Dot reserves the right to issue, revoke, or modify usage of mobile phones for employees.
- Each employee issued a Green Dot mobile phone is responsible for the safekeeping of the phone during his/her term of employment. Green Dot employees are expected to treat and safeguard the phone like any other personal belonging.
- By accepting a mobile phone, an employee's phone records may be viewed by Green Dot staff, including, but not limited to Green Dot's IT Department, Green Dot school site administrators, and other office personnel.

- Green Dot will pay for all approved usage (including data services and text messaging) and applicable taxes and service charges, based on each employee's service plan.
 - Employees traveling internationally on approved trips on behalf of Green Dot must request international service at least one (1) week in advance of travel from NerdFone.
 - International trips not in direct service to Green Dot will not be reimbursed/financed by Green Dot. It is the responsibility of the traveling employee to organize appropriate coverage while they are out of the office.
- Employees are responsible for reimbursing Green Dot for damage and/or abuse of their mobile phone for an amount up to the full retail cost of the mobile phone.
- Examples of *acceptable* use of Green Dot issued mobile phones include:
 - Placing or accepting calls to/from parents, administrators, or other Green Dot employees:
 - Sending or receiving texts to/from other parents, administrators, or other Green Dot employees.
 - Using data plans to access Green Dot email or online resources related to Green Dot.
 - Accessing Green Dot voicemail.
- Examples of *unacceptable* use of Green Dot issued mobile phones include:
 - Calling or texting non-school or non-Green Dot employees.
 - Calling 976, 900 or other fee-based phone services.
 - Calling 411 or directory assistance services.
 - Charging or billing other services to your cell phone account.
 - Using the data plan to access content unrelated to Green Dot.
 - Using the data plan to access personal email unrelated to Green Dot.

Asset Management

The purpose of the asset management policy is to ensure that all assets are secure and properly secured, maintained, and used. Use of Green Dot technology is a privilege. This policy applies to all Green Dot employees and any other personnel granted access to Green Dot's technology assets.

Securing Assets

Green Dot employees should, at all times, be aware of the threat of theft and take all necessary steps to safeguard their assets. Employees who demonstrate negligence are responsible for reimbursing Green Dot for the loss or damage of any Green Dot asset put under their supervision for an amount up to the full retail cost of the asset. Types of negligence include:

- Leaving assets in one's vehicle overnight.
- Leaving assets unattended in a hotel room while traveling.
- Leaving assets unattended in a public space, including airports & restaurants.
- Leaving laptop or device carts unattended or unsecured.
- Not reporting stolen equipment to one's immediate supervisor, school site administrator, and/or Green Dot's IT Department.
- Repeated loss of assets, even if accidental.

When an Asset Goes Missing

When a Green Dot-issued asset goes missing, the employee should:

- Immediately contact his/her immediate supervisor or school site administrator.
- Immediately contact Green Dot's IT Department.

- If advised, file a police report at his/her school site or regional home office.
- Submit the police report within five days of the incident to Green Dot's IT Department.

Depending on the level of negligence, the employee may have his/her privileges revoked.

Damage & Abuse of Assets

Green Dot aims to sustain the life of its technology assets, including those used by staff & students, as long as possible. Green Dot employees are expected to treat and safeguard this technology like any other personal belonging. As technology is frequently transferred from one employee to another, employees should refrain from personalizing any technology (e.g., placing stickers on a laptop computer) so that technology can be repurposed as needed.

As noted previously, employees who demonstrate gross negligence are responsible for reimbursing Green Dot for an amount up to the full retail cost of the asset. Types of gross negligence include:

- Intentionally damaging Green Dot's assets.
- Allowing someone else to intentionally damage Green Dot's assets.
- Repeated damage to Green Dot's assets, even if accidental.

VIII.C. Employment of Relatives

Relatives of employees may be eligible for employment with Green Dot only if the individuals involved are qualified, do not work in a direct supervisory relationship, and are not in job positions in which a conflict of interest could arise. Relatives of Green Dot employees are subject to the same procedures and requirements as any other job applicant. Green Dot employees may not interview any relative seeking to join Green Dot nor may that employee influence the decision to hire or not hire any relative who is a job applicant. Green Dot defines "relatives" as spouses, registered domestic partners, children, siblings, parents, in-laws, and step-relatives.

Workplace Relationships

Consensual relationships in the workplace are discouraged. Consensual relationships between supervisors and employees and between faculty or staff and parents or students are potentially exploitative and must be avoided. They raise serious concerns about the validity of the consent, conflicts of interest, and unfair treatment of others. Moreover, consensual relationships in the workplace can lead to problems with morale, decreased productivity and increased liability. Green Dot has a strong policy against sexual harassment and is concerned that consensual relationships might potentially violate the policy. Green Dot aims to prevent sexual harassment from occurring in the workplace. To help prevent sexual harassment, employees who enter into consensual relationships should notify administration regarding the relationship, as well as review the sexual harassment policy. Moreover, employees are expected to abide by the sexual harassment policy, behave professionally at work, and not let the relationship affect their work or the workplace.

Employees involved in consensual relationships in Green Dot's workplace are prohibited from evaluating the work performance of others with whom they have a relationship, or from making hiring, salary, or similar decisions which may impact such persons.

Violations of this policy may result in disciplinary action, up to and including termination.

The following guidelines have been developed to provide Green Dot employees with some examples of how consensual relationships in the workplace will be treated:

- Employees who allow personal relationships with co-workers to affect the working environment may be subject to disciplinary action, which may include counseling for minor problems. Failure to change behaviors and maintain expected work responsibilities is viewed as a serious disciplinary matter.
- During non-working time, such as lunches, breaks and before and after work periods, employees are not prohibited from having appropriate personal conversations in non-work areas as long as their conversations and behaviors could in no way be perceived as offensive or uncomfortable to a person.
- Supervisors, managers, executives or anyone else in sensitive or influential positions must disclose the existence of any relationship with another co-worker that has progressed beyond a platonic friendship. Disclosure may be made to the immediate supervisor or Green Dot's Human Resources Department. This disclosure will enable the organization to determine whether any conflict of interest exists because of the relative positions of the individuals involved.
- Where problems or potential risks are identified the organization will work with the parties involved to consider options for resolving the conflict. The initial solution will be to make sure that the parties involved no longer work together on matters where one is able to influence the other or take action for the other. Matters such as hiring, firing, promotions, performance management, compensation decisions, financial transactions, etc. are examples of situations that may require reallocation of duties to avoid any actual or perceived reward or disadvantage.
- In some cases more extreme measures may be necessary such as transfer to other school sites, positions or departments. Refusal of reasonable alternative positions, if available, will be deemed a voluntary resignation.
- Continued failure to work with the organization to resolve such a situation in a mutually agreeable manner may be ultimately deemed insubordination; and therefore serve as a basis for immediate release.
- The provisions of this policy apply regardless of the sexual orientations of the parties involved.
- Where doubts exist as to the specific meaning of the terms used above, employees should make judgments on the basis of the overall spirit and intent of this policy.
- Any employee who feels they have been disadvantaged as a result of this policy, or who believes this policy is not being adhered to, should make their feelings known to Green Dot's Human Resources Department.

VIII.D. Personnel References and Recommendations

Green Dot employees may receive requests to provide letters of recommendation, verbal references, and/or verifications of employment ("VOE") from outside organizations, or current/former colleagues. This Personnel References and Recommendations policy is intended to protect Green Dot and the individual author from liability.

Letters of Recommendation: A letter of recommendation may be placed on Green Dot letterhead or made on Green Dot's behalf only if written by a Green Dot Assistant Principal, Principal, Chief Officer/Executive Director (or designee), or an immediate supervisor of the requesting individual. Any such letter of recommendation may only be written by a

Green Dot employee familiar with the requesting individual's work performance and, if applicable, separation from employment with Green Dot. The letter of recommendation must be written honestly and statements regarding the individual's work performance must be supported by demonstrable evidence. Statements regarding an individual's character or other personal traits cannot be exaggerated or misleading. Letters of recommendation that do not meet the guidelines in this policy may not be placed on Green Dot letterhead, or associated, or given the appearance of being associated, with Green Dot in any manner.

Employees are not required to write letters of recommendation when requested. If a recommendation letter will not be written, the requesting individual should be so informed in a timely manner.

Verbal References: Responses to requests for verbal references (e.g., phone call) from outside organizations or current/former colleagues, such responses shall only be provided by a Green Dot Assistant Principal, Principal, Chief Officer/Executive Director (or designee), or an immediate supervisor of the requesting individual. The person providing the response must be familiar with the requesting individual's work performance and, if applicable, separation from employment with Green Dot. Any such responses must be provided honestly and statements regarding the individual's work performance must be supported by demonstrable evidence. Statements regarding an individual's character or other personal traits cannot be exaggerated or misleading.

Employees are not required to provide responses to requests for verbal references when requested.

Verifications of Employment: Green Dot's Human Resources Department handles all requests for VOE. If an employee receives a request to provide a VOE, the employee should contact Green Dot's Human Resources Department without unnecessary delay. Green Dot's Human Resources Department can verify current employment and provide an employee's position and start date over the phone. Requests for verification of salary should be directed to Green Dot's Payroll Department at payroll1@greendot.org.

VIII.E. Employee Records

The information in a Green Dot employee's personnel file is maintained as both a convenient resource for the collection of employee information and to comply with applicable law. An employee's personnel file is always confidential, unless otherwise required by law, and must be kept current.

An employee may review and make copies of his/her personnel file at any time during business hours so long as he/she schedules an appointment, in advance, with Green Dot's Human Resources Department.

Each employee must update his/her information via Workday, and provide Green Dot's Human Resources Department with supporting legal documentation (as applicable), when any of the following takes place:

- Name change because of marriage, divorce or legal name change.
- New address and/or telephone number.
- Change of name of person to contact in the event of an emergency.
- Change in number of dependents because of marriage, divorce, birth or adoption.
- Change of beneficiary.

All requests for personnel record information are to be directed to and handled by the Green Dot Human Resources Department. To avoid delays, especially in medical emergencies, it is important that the emergency contact information be kept current.

Green Dot will take appropriate steps to keep employee personnel records confidential. There are certain times, however, when information may be given to persons outside of Green Dot, including, but not limited to:

- In response to a subpoena, court order, or an order of an administrative agency;
- In a lawsuit, grievance, or arbitration; or
- When required by law.

VIII.F. Employment Changes

Green Dot is a unique and special place to work, and one in which many employees may choose to establish their careers. For a variety of professional and personal reasons, employees may make a transition, either within the organization or elsewhere. Green Dot strives to make all transitions as positive as possible.

Types of Employment Changes

Transfers (Site/Location changes): Any employee interested in transferring to another location within his/her Green Dot Region should contact his/her immediate supervisor to learn of available opportunities prior to contacting the desired location. A supervisor will be able to help the employee with this transition.

Promotions: Green Dot is committed to supporting career development for its team members, and thus actively promotes team members within the organization. Green Dot employees are encouraged to apply for open positions and will be evaluated based on their qualifications and consistent with Green Dot's Equal Employment Opportunity Policy.

Relocation

To encourage existing employees to accept key founding roles in regions in which schools are operated using the "Green Dot" brand (Los Angeles, Memphis, and Tacoma/Seattle), and provide an incentive to applicants, Green Dot will provide a relocation incentive for job transfers to another region according to the terms in this Relocation Policy.

For purposes of this Relocation Policy, a "job transfer" is a move requested by Green Dot that requires a long-term (i.e., at least two (2) years) change of residence, which may involve the shipment of household goods or transportation of dependents.

Green Dot expects that any employee who receives a relocation incentive pursuant to this Relocation Policy must be employed with Green Dot for a minimum of two (2) years after the relocation, unless employment is terminated by Green Dot.

Relocation Summary Table

Existing Employees	Relocation Incentive
Memphis to Tacoma/Seattle	\$2,500

A signed Relocation Agreement must be executed by the employee and approved by Green Dot prior to any incentives being paid.

Scope and Eligibility of the Relocation Policy

Subject to revision, Green Dot intends for this Relocation Policy to exist through June 2019. After this time, relocation packages will be offered solely at Green Dot's discretion.

This Relocation Policy applies to current Green Dot employees who have: (1) accepted an offer for a position in another region; and (2) been deemed "effective" or higher per the evaluation system in place at the time of the acceptance of the employment offer.

Nothing in this Relocation Policy shall be construed as a contract for employment for any period of time or as altering any at-will nature of the employee's employment relationship with Green Dot.

This Policy is administered by Green Dot's Human Resources Department in collaboration with Green Dot's Finance and Accounting Department. Green Dot is not responsible for any action taken that is beyond the scope of this Policy.

Framework of the Relocation Policy

Each relocating employee must review, agree to, and sign a Relocation Agreement that sets forth the specific obligations of both Green Dot and the employee.

Employees are expected to exert every effort to relocate to a residence at the new location as quickly as possible.

If relocation costs are more than the amount provided as per the policy, the employee will be responsible for those expenses.

If employment ends or the employee does not fulfill any requirements contained in their employment contract or offer letter, the employee shall immediately return and be liable to Green Dot for the relocation incentive paid by Green Dot under this Relocation Policy.

Any relocation incentive will be paid to the employee and included in his/her first regular paycheck from the employee's new region and will be subject to applicable taxes.

Separation from Employment

Separation from employment with Green Dot can occur for several different reasons.

Resignations: Although Green Dot hopes all employment with the organization will be a mutually rewarding experience, Green Dot understands that varying circumstances cause employees to voluntarily resign from employment. Resigning employees are encouraged to provide two (2) weeks' notice, preferably in writing, to facilitate a smooth transition out of the organization. Green Dot reserves the right to provide an employee with two (2) weeks' pay in lieu of notice in situations where job or business needs warrant such action. If an employee provides less notice than requested, Green Dot may deem the individual to be ineligible for rehire depending on the circumstances regarding the notice given. The final paycheck(s) will be delivered on the last day worked or within the state-regulated timeframe.

Employees who resign will not be allowed to use PTO or Sick Leave hours to extend their employment, nor will employees be allowed to use their PTO once they have given notice (if sick time is used it must be in compliance with the policy listed in this Handbook).

Terminations: All at-will employees may be terminated at any time, with or without cause or advance notice. Without impairing the at-will nature of employment, Green Dot may release an at-will employee for various reasons that may include poor performance, misconduct, or other violations of Green Dot's rules of conduct. Notwithstanding these lists of rules, Green Dot reserves the right to discharge or demote any at-will employee at any time, with or without cause, or advance notice. The final paycheck(s) will be delivered on their last day worked or within the state-regulated time frame.

In the event of an involuntary termination due to a reduction in force/downsizing, change in the organization direction, job elimination or termination for performance, Green Dot may provide severance to the affected employees. This does not apply to terminations for cause, refusal to be reassigned, or refusal to be relocated.

Certificated staff members who are terminated for credential compliance issues cannot be rehired (internally or outsourced) as long-term substitutes or part-time teachers unless they have a valid ESSA compliant credential.

Job abandonment: Employees who fail to report to work or contact their supervisor for three (3) consecutive workdays may be considered to have abandoned the job without notice, effective at the end of their normal shift on the third day. The supervisor will notify the Human Resource Department at the expiration of the third workday and initiate the paperwork to terminate the employee. Employees who are separated due to job abandonment are ineligible for rehire.

Retirement: Employees who wish to retire are required to notify their supervisor and the Human Resources Department in writing at least one (1) month before the planned retirement date.

Leaving Green Dot

Separating employees must return all Green Dot property at the time of separation, including cell phones, keys, PCs, security badges, and identification cards. Upon the last day of employment, all account access will be terminated and digital files (including but not limited to emails and files stored in Google Drive) will no longer be accessible by the former employee.

The separating employee's manager should contact Green Dot's Human Resources Department as soon as notice is given to coordinate the exit process.

Accrued PTO time (if applicable) will be paid in the final paycheck and benefits (life, medical, dental and vision) end on the last day of employment. Upon separation, any PTO balance paid to a federally-funded employee above the amount of leave earned in the current project shall not be paid from federal funds. An employee, unless dismissed for gross misconduct, has the option to convert to individual life insurance, and/or to continue Medical/Dental/Vision Benefits in accordance with COBRA. Information about COBRA continued health coverage is provided during the exit process and can be pro-actively requested by contacting Human Resources.

**EMPLOYEE ACKNOWLEDGMENT OF RECEIPT AND
UNDERSTANDING**

I have received my copy of Green Dot Public Schools Tennessee’s 2018-2019 Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with the policies, rules and procedures contained in the most current version of Green Dot’s Employee Handbook. If I have any questions about any section of Green Dot’s Employee Handbook, I understand that I am expected and encouraged to seek clarification from the Human Resources Department.

I understand that the statements contained in this Employee Handbook are not intended to create any contractual or legal obligation on the part of Green Dot Public Schools.

In addition, I understand that this Employee Handbook summarizes Green Dot’s policies and practices in effect on the date of publication. I understand that nothing contained in the Employee Handbook may be construed as creating a promise of future benefits or a binding contract with Green Dot for benefits or for any other purpose. I also understand that these policies and procedures are continually evaluated and may be amended, modified or terminated at any time.

I HAVE READ AND UNDERSTAND THE ABOVE STATEMENT, AGREE TO READ THE GREEN DOT EMPLOYEE HANDBOOK, AND TO FOLLOW THE ORGANIZATION’S POLICIES AND PROCEDURES.

Name:	_____
Signature	_____
Date:	_____



Broader Perspective. Business Solutions.

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Mailing Address
PO Box 6030
Pasadena, CA 91102

March 14, 2019

Shelby Public School District
4950 Fairley Road
Memphis, TN 38109

RE: Insurance Coverage for Green Dot Public Schools

To Whom It May Concern:

We are pleased to provide the insurance coverages for Green Dot Public Schools. Our department specializes in Education and Charter Schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of Tennessee as required by law.

Our program utilizes the following carriers which are admitted in the State of Tennessee: Philadelphia Insurance Company and Oak River Insurance.

Our program also utilizes the following non-admitted carriers: American Insurance Company, RSUI Indemnity Company, United States Fire Insurance Company, National Union Fire Insurance Company, and Lloyd's of London.

We will only place this school with at least an "A-, VII" rated insurance carrier as determined by AM Best rating guidelines.

On behalf of Green Dot Public Schools, the following coverages will be secured to meet all requirements of the authorizing agency:

Coverage	Description	Limits
Building, Business Personal Property, Business Income & Extra Expense, Equipment Breakdown	Blanket Limits as needed by School (Special Form, Replacement Cost, Agreed Value)	
General Liability	General Aggregate	3,000,000
	Products/Comp Ops Aggregate	3,000,000
	Personal/Advertising Injury	1,000,000
	Each Occurrence Limit	1,000,000
	Fire Damage	300,000
	Medical Expense	15,000
Educators Protection Plus Professional Liability (Educators Legal Liability)	Professional Aggregate	1,000,000
	Defense Reimbursement Aggregate	300,000
	Occurrence	100,000
Violent Event Response	Aggregate Limit	1,000,000
	Each Violent Event Limit	1,000,000
Sexual or Physical Abuse or Molestation	Aggregate Limit Abusive Conduct Limit	3,000,000
		1,000,000
Employee Benefits Liability	Aggregate Each Claim	1,000,000
		1,000,000
Crime	Employee Dishonesty	500,000
	Forgery or Alteration	300,000
	Computer Fraud	100,000
	Monies & Securities - Inside	380,000
Crime (continued)	Money & Securities - Outside	380,000

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	Money Order/Counterfeit Currency	100,000
	Kidnap, Ransom, Extortion	25,000
Business Auto	Liability	1,000,000
	Medical Payments	5,000
	Uninsured/Underinsured Motorists	1,000,000
	Non-Owned & Hired Auto Liability	1,000,000
Umbrella	Above Primary Limits (GL, Auto, Abuse, ELL, EBL)	10,000,000
Excess Liability	Limits Above Umbrella	10,000,000
TN Directors & Officers / Employment Practices Liability	Annual Aggregate	1,000,000
TN Student Accident	Basic Medical Expense	25,000
TN Student Accident	Catastrophic Expense	5,000,000
TN Workers Comp	Workers Compensation	1,000,000
	Employers Liability	1,000,000
Cyber Security	Aggregate	1,000,000

Additional Insureds/Loss Payees:

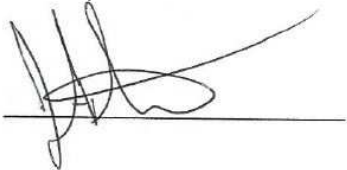
Our policies will include the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition our General Liability policy includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit. Loss Payees can be added as to the property policy upon our review of the lease contracts. We will endeavor to notify the Department of Education within 10 days of cancellation of any insurance it carries for the charter school.

Tentative Timeline for Insurance Coverages

Coverage	Timeline
Directors and Officers /Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions.

Sincerely,



Jonathan Schreter, CIC, MBA
Executive Vice President
Bolton & Company
Insurance License #0008309





TENNESSEE

ANNUAL FINANCIAL REPORT

JUNE 30, 2018

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VAVRINEK, TRINE, DAY & CO., LLP
Certified Public Accountants

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Green Dot Public Schools Tennessee
(A Tennessee Nonprofit Public Benefit Corporation)
Memphis, Tennessee

We have audited the accompanying combined financial statements of Green Dot Public Schools Tennessee (GDPS TN) (A Tennessee Nonprofit Public Benefit Corporation), which are comprised of the Statement of Financial Position as of June 30, 2018, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these combined financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the combined financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these combined financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States and the State of Tennessee Comptroller of the Treasury Department of Audit. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the combined financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the combined financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to GDPS TN's preparation and fair presentation of the combined financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of GDPS TN's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the combined financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the combined financial statements referred to above present fairly, in all material respects, the financial position of GDPS TN as of June 30, 2018, and the changes in its net assets and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the GDPS TN's 2017 combined financial statement, and we expressed an unmodified audit opinion on those audited combined financial statements in our report dated December 18, 2017. In our opinion, the comparative information presented herein as of and for the year ended June 30, 2017, is consistent, in all material respects, with the audited combined financial statements from which it has been derived.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the combined financial statements as a whole. The Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and other supplementary information as listed in the Table of Contents, is presented for purposes of additional analysis and is not a required part of the combined financial statements.

The supplementary information is the responsibility of management, was derived from, and relates directly to the underlying accounting and other records used to prepare the combined financial statements. Such information has been subjected to the auditing procedures applied in the audit of the combined financial statements, and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic combined financial statements, or to the combined financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards and other supplementary information is fairly stated, in all material respects, in relation to the combined financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 21, 2018, on our consideration of GDPS TN's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of GDPS TN's internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of GDPS TN's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering GDPS TN's internal control over financial reporting and compliance.

Vavrinek, Trine, Day & Co. LLP

Rancho Cucamonga, California
December 21, 2018

FINANCIAL STATEMENTS

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

COMBINED STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 1,793,438	\$ 4,390,371
Accounts receivable	1,887,293	1,498,293
Prepaid expenses and other current assets	-	989
Total Current Assets	<u>3,680,731</u>	<u>5,889,653</u>
Non-Current Assets:		
Debt issue costs, net	66,856	-
Security deposits	14,000	14,000
Fixed assets	3,600,248	2,205,382
Less: accumulated depreciation	581,983	408,836
Total Non-Current Assets	<u>3,099,121</u>	<u>1,810,546</u>
Total Assets	<u><u>\$ 6,779,852</u></u>	<u><u>\$ 7,700,199</u></u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 2,377,108	\$ 2,716,106
Accounts payable - related party	103,281	116,632
Deferred revenue	-	1,378,931
Current portion of long-term obligations	269,094	-
Total Current Liabilities	<u>2,749,483</u>	<u>4,211,669</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	<u>2,794,691</u>	<u>1,405,000</u>
Total Liabilities	<u><u>5,544,174</u></u>	<u><u>5,616,669</u></u>
NET ASSETS		
Unrestricted	<u>1,235,678</u>	<u>2,083,530</u>
Total Net Assets	<u>1,235,678</u>	<u>2,083,530</u>
Total Liabilities and Net Assets	<u><u>\$ 6,779,852</u></u>	<u><u>\$ 7,700,199</u></u>

The accompanying notes are an integral part of these financial statements.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

COMBINED STATEMENT OF ACTIVITIES

(With comparative financial information for the year ended June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
REVENUES		
State apportionments	\$ 17,801,752	\$ 16,988,514
Federal revenue	2,719,229	3,258,371
Other State revenue	675,635	-
Contributions and grants	2,740,718	5,203,053
Local revenue	604,296	277,451
Total Revenues	24,541,630	25,727,389
EXPENSES		
Program Services:		
Salaries and benefits	14,876,035	14,755,223
Student services	2,883,893	2,968,060
Materials and supplies	548,337	1,042,512
Student nutrition	-	5,583
Other expenses	989,042	990,242
Depreciation and amortization	173,147	263,989
Occupancy	2,437,630	2,177,567
Interest	98,725	9,396
Subtotal	22,006,809	22,212,572
Management and General:		
Salaries and benefits	1,131,517	1,108,464
Occupancy	2,390	3,366
Operating expenses	708,713	681,840
Shared services - related party	1,540,053	1,721,146
Subtotal	3,382,673	3,514,816
Total Expenses	25,389,482	25,727,388
CHANGE IN UNRESTRICTED NET ASSETS	(847,852)	1
NET ASSETS, BEGINNING OF YEAR	2,083,530	2,083,529
NET ASSETS, END OF YEAR	\$ 1,235,678	\$ 2,083,530

The accompanying notes are an integral part of these financial statements.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)
COMBINED STATEMENT OF CASH FLOWS
(With comparative financial information for the year ended June 30, 2017)
FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ (847,852)	\$ 1
Adjustments to reconcile change in unrestricted net assets to net cash provided by operating activities:		
Depreciation expense	170,279	263,989
Amortization expense	2,868	-
Changes in operating assets and liabilities:		
(Increase) Decrease in assets:		
Accounts receivable	(389,000)	300,239
Prepaid expenses and other current assets	989	94,749
Cash received (paid) for security deposits - net	-	(14,000)
Increase (Decrease) in liabilities:		
Accounts payable and accruals	(338,998)	1,530,788
Accounts payable - related party	(13,351)	(220,239)
Deferred revenue	(1,378,931)	(471,069)
Net Cash Provided (Used) by Operating Activities	<u>(2,793,996)</u>	<u>1,484,458</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(1,394,866)</u>	<u>(1,325,632)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Amounts incurred for debt issuance	(66,856)	-
Loan proceeds, net	1,658,785	820,000
Net Cash Provided by Financing Activities	<u>1,591,929</u>	<u>820,000</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	(2,596,933)	978,826
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	4,390,371	3,411,545
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 1,793,438</u>	<u>\$ 4,390,371</u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u>\$ 98,725</u>	<u>\$ 9,396</u>

The accompanying notes are an integral part of these financial statements.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

NOTES TO THE COMBINED FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 1 - ORGANIZATION AND MISSION

Green Dot Public Schools Tennessee (GDPS TN) (A Tennessee Nonprofit Benefit Organization) was organized on May 29, 2014. Financial activity began on July 1, 2014. GDPS TN receives services from Green Dot Public Schools National (GDPS National). GDPS National represents a related party and transactions between GDPS TN and GDPS National have been identified on the face of the financial statements. See Note 2 for additional details regarding related party relationships and transactions.

During the fiscal year ended June 30, 2018, GDPS TN operated five charters, Fairley High School (Fairley HS), Wooddale Middle School (Wooddale MS), Kirby Middle School (Kirby MS) and Hillcrest High School were opened during the fiscal year ended June 30, 2017. Fairley High School, Hillcrest High School, Kirby Middle School, and Wooddale Middle School operate under the approval of the Tennessee Department of Education (TDOE) and are part of the Achievement School District. During the fiscal year ended June 30, 2018, Bluff City High School was opened under the approval of the TDOE. Fairley High School, Hillcrest High School, Kirby Middle School, Wooddale Middle School, and Bluff City High School receive per-pupil funding to help support operations. GDPS TN plans to open other charter schools in the future.

GDPS TN was founded upon the simple idea that every child in every community deserves to go to a great school. GDPS TN's mission is to transform public education so all students graduate prepared for college, leadership, and life. GDPS TN's academic model is designed to meet individual student needs and to provide students with a rigorous curriculum and the support they need to succeed. GDPS TN ensures that every student has a highly effective classroom experience by providing small, safe personalized schools, high expectations for all students, local control and accountability, parent participation, maximum funding in the classroom, and a longer school day and year. During the 2017-2018 fiscal year, GDPS TN served 2,309 students in three high schools and two middle schools. GDPS TN's students mirror the socio-economic demographic of their communities and local traditional schools: 83% eligible for Free or Reduced Price Lunch, a federal indicator of poverty; 9% Latino; 90% African American; and 14% receiving Special Education due to disability.

Charter			Grades	Number of	Charter
School Name	Number	Sponsoring District	Served	Students Served	Expiration
Fairley High School	8055	Achievement School District	9-12	628	June 30, 2024
Wooddale Middle School	8105	Achievement School District	6-8	476	June 30, 2025
Hillcrest High School	8140	Achievement School District	9-12	554	June 30, 2026
Kirby Middle School	8135	Achievement School District	6-8	466	June 30, 2026
Bluff City High School	8005	Tennessee State Board of Education	9	185	June 30, 2027
				<u>2309</u>	

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

NOTES TO THE COMBINED FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The significant policies followed by GDPS TN are described below to enhance the use of the combined financial statements to the reader.

Financial Statement Presentation

GDPS TN is required to report information about its financial position and activities in three classes of net assets: unrestricted, temporarily restricted and permanently restricted net assets. In addition, GDPS TN is required to present a Statement of Cash Flows. Net assets consist of the following:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of GDPS TN.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. GDPS TN does not currently have any temporarily restricted net assets.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by GDPS TN. GDPS TN does not currently have any permanently restricted net assets.

Accounting Method - Basis of Accounting

The combined financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to non-profit public benefit corporations. Basis of accounting refers to when revenues and expenses are recognized in the accounts and reported on the combined financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied. GDPS TN uses the accrual basis of accounting. Revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Related Parties

Transactions between GDPS TN and GDPS National have been identified on the face of the financial statements.

GDPS National is a national organization providing services to schools in California, Tennessee, and Washington. These services include, but are not limited to, Human Resources, Legal, Finance and Accounting, Information Technology, Knowledge Management, Strategic Planning, and National Expansion. In exchange, GDPS TN pays service fees to GDPS National. Each of the regional offices operates the schools and oversees educational services in their region.

GDPS National grants GDPS TN a non-transferable, non-sub-licensable, and non-exclusive license to use, reproduce, and display the Green Dot brand, which include, but are not limited to: trademarks, service marks, design marks, trade names, domain names, registrations in connection with GDPS TN's oversight, support activities, and related educational activities of the schools in its region.

NOTES TO THE COMBINED FINANCIAL STATEMENTS **JUNE 30, 2018**

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, continued

Refer to the table below for related party transactions between GDPS TN and GDPS National:

	Accounts Payable - Related Party	Shared Service Fee Expense - Regional	Shared Service Fee Expense - National
GDPS TN Regional Office	\$ 103,281	\$ -	\$ 1,540,053
GDPS TN Schools	\$ -	\$ 2,791,345	\$ -

Revenue Recognition

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted depending upon the existence and/or nature of any donor restrictions.

All donor-restricted contributions are recorded as increases in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires, either by the passage of time or when the purpose is satisfied, the temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as "net assets released from restrictions". GDPS TN has no temporarily or permanently restricted net assets at June 30, 2018.

In-kind contributions are recorded at their estimated fair values at the date of donation. Donated services are recorded if they create or enhance non-financial assets or require a specialized skill that GDPS TN would otherwise need to purchase. GDPS TN receives donated facilities; however, the amount is not reflected in the financial statements since there is no readily determined method of valuing the services.

Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which generally require revenue recognition upon incurrence of expenses related to the specified services. Deferred revenue is recorded to the extent cash received on specific grants exceeds qualified expenses.

Income Taxes

GDPS TN is a nonprofit public benefit corporation that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation and qualifies for deductible contributions as provided in Section 170(b)(1)(A)(vi). It is also exempt from State Franchise and Income Taxes under Section 67-6-322. No provision for income taxes has been reflected in these financial statements. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination, therefore, no disclosures of uncertain tax positions are required.

NOTES TO THE COMBINED FINANCIAL STATEMENTS

JUNE 30, 2018

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, continued

GDPS TN has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. GDPS TN management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required.

Functional Allocation of Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and support services benefited.

Consolidation

The combined financial statements include the accounts of GDPS TN regional office, Fairley HS, Wooddale MS, Hillcrest HS, and Kirby Charter MS, and Bluff City HS. All material intra-company transactions have been eliminated.

Prior Year Comparative Financial Information

The combined financial statements include certain prior year comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with GDPS TN's combined financial statements for the year ended June 30, 2017, from which the comparative information was derived.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities, at the date of the combined financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Reclassification of Comparative Statements

GDPS TN reclassified certain expenses as program service or management and general as well as certain assets and liabilities on the Statement of Financial Position for the 2018 fiscal year. Accordingly, these reclassifications have been revised for the presentation of 2017 fiscal year.

NOTES TO THE COMBINED FINANCIAL STATEMENTS

JUNE 30, 2018

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, continued

Cash and Cash Equivalents

For purposes of the Combined Statement of Cash Flows, GDPS TN considers all highly liquid investments with an initial maturity of three months or less to be considered as cash equivalents.

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect from the outstanding balance. Management provides an analysis of the probable collection of the accounts through a provision for bad debt expense and an adjustment to a valuation allowance. At June 30, 2018, management had determined all accounts receivable are fully collectible and no allowance for bad debts has been established.

Intra-company Receivable/Payable

Intra-company receivable/payable results from a net cumulative difference between resources provided by GDPS TN regional office to each individual charter school and reimbursement for those resources from each individual charter school to GDPS TN regional office.

Fixed Assets

It is GDPS TN's policy to capitalize individual property and equipment purchases over \$5,000. Lesser amounts are expensed. Purchased property and equipment is capitalized at cost. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. Building and leasehold improvements, furniture, and equipment are depreciated using the straight-line method, from three to 30 years. Depreciation expense for the year ended June 30, 2018, was \$170,279.

Deferred Revenue

Deferred revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by GDPS TN prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when GDPS TN has a legal claim to the resources, the liability for deferred revenue is removed from the balance sheet and revenue is recognized.

Unrestricted/Designated Net Assets

Designations of the ending net assets indicate tentative plans for financial resource utilization in a future period. GDPS TN has no designated net assets at June 30, 2018.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

NOTES TO THE COMBINED FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, continued

New Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, Leases (ASU 2016-02). ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. ASU 2016-02 will be effective for fiscal years, and interim periods within those fiscal years, beginning after December 15, 2019. Although the full impact of this Update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases.

In August 2016, the FASB issued ASU No. 2016-14, Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities (ASU 2016-14). ASU 2016-14 change presentation and disclosure requirements for not-for-profit entities to provide more relevant information about their resources (and the changes in those resources) to donors, grantors, creditors, and other users. These include qualitative and quantitative requirements in the following areas: (1) net asset classes; (2) investment return; (3) expenses; (4) liquidity and availability of resources; and (5) presentation of operating cash flows. ASU 2016-14 will be effective for annual financial statements issued for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. Early application of the amendments is permitted. The Organization has not yet completed its assessment of the impact of this guidance on its financial statements. Under this guidance, the Organization will be required to present two classes of net assets (net assets with donor restrictions and net assets without donor restrictions) and changes in each of these two classes, on the face of the statement of financial position and statement of activities, respectively, rather than the current required three classes (unrestricted, temporarily restricted, and permanently restricted).

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash at June 30, 2018, consisted of the following:

	Reported Amount	Bank Balance
Deposits		
Cash on hand and in banks	\$ 1,793,438	\$ 2,432,523

The majority of GDPS TN's cash is held in non-interest bearing accounts, which are subject to federally insured limits. GDPS TN has not experienced any losses in such accounts. At June 30, 2018, GDPS TN had \$2,182,523 in excess of FDIC insured limits in non-interest bearing accounts.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

NOTES TO THE COMBINED FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 4 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2018, consisted of the following:

Apportionment	\$ 489,762
Federal receivable	730,364
State receivable	489,938
Other receivable	177,229
Total Accounts Receivable	<u>\$ 1,887,293</u>

NOTE 5 - FIXED ASSETS

Fixed assets at June 30, 2018, consisted of the following:

Building	\$ 341,890
Leasehold improvements	2,525,145
Work in progress	733,213
Subtotal	<u>3,600,248</u>
Less: accumulated depreciation	(581,983)
Total Fixed Assets	<u>\$ 3,018,265</u>

During the year ended June 30, 2018, \$170,279 was charged to depreciation expense.

NOTE 6 - ACCOUNTS PAYABLE AND ACCRUALS

Accounts payable at June 30, 2018, consisted of the following:

Salaries and benefits	\$ 1,316,777
Other accounts payable	1,060,331
Related party	103,281
Total Accounts Payable and Accruals	<u>\$ 2,480,389</u>

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

NOTES TO THE COMBINED FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 7 - LONG-TERM OBLIGATIONS

On August 7, 2015, GDPS TN entered into a loan agreement with CSGF Memphis, LLC. CSGF Memphis agreed to lend the principal sum of \$585,000 with an interest rate of 1.00 percent per annum on the principal sum outstanding. The first principal payment of \$285,000 is due on December 31, 2021, and the entire unpaid principal amount of the note, together with all accrued unpaid interest is due on December 31, 2022. Upon successful accomplishment of the milestones outlined in the loan, certain of the amounts due under the loan may be forgiven and treated as a charitable grant. At June 30, 2018, the balance was \$585,000.

On October 5, 2016, GDPS TN entered into a loan agreement with CSGF Memphis, LLC. CSGF Memphis agreed to lend the principal sum of \$820,000 with an interest rate of 2.00 percent per annum on the principal sum outstanding. \$420,000 of the principal was to be used by Hillcrest High School and \$400,000 by Kirby Middle School. The first principal payment of \$136,667 is due on August 1, 2018, and the entire unpaid principal amount of the note, together with all accrued unpaid interest is due on August 1, 2023. At June 30, 2018, the balance was \$820,000.

Fiscal Year Ending June 30,	Hillcrest HS	Kirby MS	Total
2019	\$ 70,000	\$ 66,667	\$ 136,667
2020	70,000	66,667	136,667
2021	70,000	66,667	136,667
2022	70,000	66,667	136,667
2023	70,000	66,666	136,666
2024	70,000	66,666	136,666
Total	<u>\$ 420,000</u>	<u>\$ 400,000</u>	<u>\$ 820,000</u>

On April 4, 2018, GDPS TN entered into a construction loan agreement with Nonprofit Finance Fund. Nonprofit Finance Fund agreed to lend the principal sum of \$3,000,000 with an interest rate of 5.75 percent per annum on the principal sum outstanding. GDPS TN will be drawing down on the principal amount until April 1, 2020 and paying the interest. As of June 30, 2018, GDPS TN has drawn down \$1,658,785 and has paid \$20,303 in interest. The first repayment of \$27,478 will commence on May 1, 2020, and the loan will be paid in full by April 1, 2025.

NOTES TO THE COMBINED FINANCIAL STATEMENTS

JUNE 30, 2018

NOTE 8 - FAIR VALUE FINANCIAL INSTRUMENTS

The carrying amounts and estimated fair values of GDPS TN financial instruments at June 30, 2018 are as follows:

	Carrying Amount	Fair Value
Cash and cash equivalents	\$ 1,793,438	\$ 1,793,438
Notes payable	3,063,785	2,982,045

The following methods and assumptions were used to estimate the fair value of each class of financial instruments:

Cash and cash equivalents—The carrying amount reported in the statement of financial position approximates fair value because of the short maturity of those instruments.

Notes payable—The fair value of notes payable is estimated by discounting the future cash flows using the current rates at which similar loans would be made to borrowers with similar credit ratings and for the same remaining maturities.

NOTE 9 - EMPLOYEE RETIREMENT SYSTEMS

Plan Description

GDPS TN employees participate in the State Employees, Teachers, and Higher Education Employees' Pension Plan (SETHEPP), a cost-sharing multiple-employer defined benefit pension plan administered by the Tennessee Consolidated Retirement System (TCRS). TCRS provides retirement benefits as well as death and disability benefits to plan members and their beneficiaries. Benefits are determined by a formula using the member's high five-year average salary and years of service. Members become eligible to retire at the age of 60 with five years of service or at any age with 30 years of service. A reduced retirement benefit is available to vested members who are at least 55 years of age or have 25 years of service. Disability benefits are available to active members with five years of service who become disabled and cannot engage in gainful employment. There is no service requirement for disability that is the result of an accident or injury occurring while the member was in the performance of duty. Members joining the plan on or after July 1, 1979, are vested after five years of service. Members joining prior to July 1, 1979, are vested after four years of service. Benefit provisions are established in state statute found in Title 8, Chapters 34-37 of the Tennessee Code Annotated (TCA). State statutes are amended by the Tennessee General Assembly. Cost of living adjustments (COLA) are provided to retirees each July based on the percentage change in the Consumer Price Index (CPI) during the previous calendar year. No COLA is granted if the CPI increases less than one-half percent. The annual COLA is capped at three percent. The TCRS issues a publicly available financial report that includes financial statements and required supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

NOTES TO THE COMBINED FINANCIAL STATEMENTS
JUNE 30, 2018

That report may be obtained by writing to the Tennessee Treasury Department, Consolidated Retirement System, 15th Floor Andrew Jackson Building, Nashville, TN 37243-0230 or can be accessed at:

www.tn.gov/treasury/tcrs/Schools.

Funding Policy

School employees receive retirement benefits from contributions and matching through two different plans composed of different contribution and matching requirements, TCRS Legacy and TCRS Hybrid. TCRS Legacy is reserved for employees who were enrolled and contributed to the plan prior to July 1, 2014. TCRS Hybrid is for school employees that started on or after July 1, 2014.

Under TCRS Hybrid, employees contribute 5.00 percent of their gross earnings. Upon hire, employees have 30 days to opt out of the automatic 2.00 percent deferral to the Tennessee Empower 401K plan. The GDPS TN contribution is 9.00 percent, which includes a 4.00 percent contribution to TCRS Hybrid and a 5.00 percent contribution to Tennessee Empower 401K plan.

Under TCRS Legacy, employees contribute 5.00 percent of their gross earnings, and GDPS TN contribution is 9.08 percent. The employer contribution requirement for the school is established and may be amended by the TCRS Board of Trustees.

The employer's contribution to TCRS and the TCRS 401K for the fiscal years ending June 30, 2018, were as shown below and equals the required contributions for the fiscal year:

NOTE 10 - EMPLOYEE RETIREMENT SYSTEMS, Continued

TCRS Legacy	\$ 465,921
TCRS Hybrid	187,724
TCRS 401K	226,734
Total	<u>\$ 880,379</u>

Green Dot Public Schools 401K

Effective January 1, 2018, GDPS TN employees participate in a defined contribution plan, the Green Dot Public Schools 401K, covering eligible employees 21 years or older and with one year of eligibility service. GDPS TN makes a matching contribution equal to participants' contributions to the Green Dot Public Schools 401K up to 4.00 percent of the participant's compensation. The employer's contribution to the Green Dot Public Schools 401K for the year ended June 30, 2018, was \$30,232.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

NOTES TO THE COMBINED FINANCIAL STATEMENTS
JUNE 30, 2018

NOTE 11 - CONTINGENCIES

GDPS TN has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

GDPS TN has various outstanding claims or litigation. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on GDPS TN's financial position or result of operations.

NOTE 12 - SUBSEQUENT EVENTS

GDPS TN's management has evaluated events or transactions that may occur for potential recognition or disclosure in the combined financial statements from the balance sheet date through December 21, 2018, which is the date the combined financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year combined financial statements.

SUPPLEMENTARY INFORMATION

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2018

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	CFDA Number	Pass-Through Entity Identifying Number	Total Federal Expenditures
U.S. DEPARTMENT OF EDUCATION			
Passed through Achievement School District:			
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	[1]	\$ 972,300
Title I, School Improvement Grant (SIG), Improving Special Education Systems	84.377	[1]	488,276
Title II, Part A, Improving Teacher Quality	84.367	[1]	121,362
Title IV, Part B, 21st Century Community Learning Centers (CCLC) - High School ASSETs	84.287	[1]	223,439
Basic Local Assistance Entitlement, Part B, Section 611	84.027	[1]	452,572
Replication & Expansion	84.282M	[1]	441,270
Safe and Supportive Schools	84.184Y	[1]	20,010
Total U.S. Department of Education			<u>2,719,229</u>
Total Expenditures of Federal Awards			<u>\$ 2,719,229</u>

[1] Pass-Through Identifying Number not available.

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

REGIONAL OFFICE STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Cash and cash equivalents	\$ 1,793,438	\$ 4,390,371
Accounts receivable	18,345	30,292
Intra-company receivable	1,817,160	2,234,241
Total Current Assets	<u>3,628,943</u>	<u>6,654,904</u>
Non-Current Assets:		
Fixed assets	-	1,892
Total Assets	<u>\$ 3,628,943</u>	<u>\$ 6,656,796</u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 1,482,173	\$ 2,475,347
Accounts payable - related party	103,281	116,632
Deferred revenue	-	1,378,931
Total Liabilities	<u>1,585,454</u>	<u>3,970,910</u>
NET ASSETS		
Unrestricted	<u>2,043,489</u>	<u>2,685,886</u>
Total Net Assets	<u>2,043,489</u>	<u>2,685,886</u>
Total Liabilities and Net Assets	<u>\$ 3,628,943</u>	<u>\$ 6,656,796</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

REGIONAL OFFICE STATEMENT OF ACTIVITIES
(With comparative financial information for the year ended June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
REVENUES		
Federal revenue	\$ 100,181	\$ 119,420
Contributions and grants	98,936	1,731,247
Local revenue	3,153,836	2,825,517
Total Revenues	3,352,953	4,676,184
EXPENSES		
Program Services:		
Salaries and benefits	953,475	1,469,895
Student services	25,724	36,732
Materials and supplies	13,332	18,753
Student nutrition	-	535
Other expenses	50,263	7,856
Interest	26,736	9,396
Subtotal	1,069,530	1,543,167
Management and General:		
Salaries and benefits	1,131,517	1,108,464
Occupancy	2,390	3,366
Operating expenses	251,860	300,040
Shared services - related party	1,540,053	1,721,146
Subtotal	2,925,820	3,133,016
Total Expenses	3,995,350	4,676,183
CHANGE IN UNRESTRICTED NET ASSETS	(642,397)	1
NET ASSETS, BEGINNING OF YEAR	2,685,886	2,685,885
NET ASSETS, END OF YEAR	\$ 2,043,489	\$ 2,685,886

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

REGIONAL OFFICE STATEMENT OF CASH FLOWS
(With comparative financial information for the year ended June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ (642,397)	\$ 1
Adjustments to reconcile change in unrestricted net assets to net cash provided (used) by operating activities:		
Changes in operating assets and liabilities:		
(Increase) decrease in assets:		
Accounts receivable	11,947	53,924
Intra-company receivable	417,081	162,104
Prepaid expenses and other current assets	-	18,515
Increase (decrease) in liabilities:		
Accounts payable and accruals	(993,174)	1,437,482
Accounts payable - related party	(13,351)	(220,239)
Deferred revenue	(1,378,931)	(471,069)
Net Cash Provided (Used) by Operating Activities	<u>(2,598,825)</u>	<u>980,718</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures, net	<u>1,892</u>	<u>(1,892)</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	(2,596,933)	978,826
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>4,390,371</u>	<u>3,411,545</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 1,793,438</u></u>	<u><u>\$ 4,390,371</u></u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u><u>\$ 26,736</u></u>	<u><u>\$ 9,396</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

FAIRLEY HIGH SCHOOL STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	<u>2018</u>	<u>2017</u>
ASSETS		
Current Assets:		
Accounts receivable	\$ 491,168	\$ 358,549
Non-Current Assets:		
Fixed assets	188,868	188,868
Less: accumulated depreciation	<u>113,668</u>	<u>100,991</u>
Total Non-Current Assets	<u>75,200</u>	<u>87,877</u>
Total Assets	<u><u>\$ 566,368</u></u>	<u><u>\$ 446,426</u></u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 97,001	\$ 11,866
Intra-company payable	<u>992,736</u>	<u>920,726</u>
Total Liabilities	<u><u>1,089,737</u></u>	<u><u>932,592</u></u>
NET ASSETS (DEFICIT)		
Unrestricted	<u>(523,369)</u>	<u>(486,166)</u>
Total Net Assets (Deficit)	<u>(523,369)</u>	<u>(486,166)</u>
Total Liabilities and Net Assets	<u><u>\$ 566,368</u></u>	<u><u>\$ 446,426</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

FAIRLEY HIGH SCHOOL STATEMENT OF ACTIVITIES
(With comparative financial information for the year ended June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
REVENUES		
State apportionments	\$ 4,768,390	\$ 4,894,543
Federal revenue	571,813	492,418
Other State revenue	190,331	-
Contributions and grants	367,573	870,766
Local revenue	48,480	58,262
Total Revenues	<u>5,946,587</u>	<u>6,315,989</u>
EXPENSES		
Program Services:		
Salaries and benefits	3,221,598	3,293,563
Student services	840,730	1,027,773
Materials and supplies	110,856	146,898
Other expenses	222,647	326,585
Depreciation	12,677	37,774
Occupancy	700,834	592,287
Subtotal	<u>5,109,342</u>	<u>5,424,880</u>
Management and General:		
Operating expenses	116,256	110,000
Shared services - related party	758,192	781,109
Subtotal	<u>874,448</u>	<u>891,109</u>
Total Expenses	<u>5,983,790</u>	<u>6,315,989</u>
CHANGE IN UNRESTRICTED NET ASSETS	(37,203)	-
NET ASSETS (DEFICIT), BEGINNING OF YEAR	(486,166)	(486,166)
NET ASSETS (DEFICIT), END OF YEAR	<u>\$ (523,369)</u>	<u>\$ (486,166)</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

FAIRLEY HIGH SCHOOL STATEMENT OF CASH FLOWS
(With comparative financial information for the year ended June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ (37,203)	\$ -
Adjustments to reconcile change in unrestricted net assets to net cash provided by operating activities:		
Depreciation expense	12,677	37,774
Changes in operating assets and liabilities:		
(Increase) decrease in assets:		
Accounts receivable	(132,619)	210,172
Increase (decrease) in liabilities:		
Accounts payable and accruals	85,135	(53,919)
Intra-company payable	72,010	(194,027)
Net Cash Provided by Operating Activities	<u>-</u>	<u>-</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	-	-
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	-	-
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

**WOODDALE MIDDLE SCHOOL STATEMENT OF
 FINANCIAL POSITION**

(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Accounts receivable	\$ 581,918	\$ 473,702
Intra-company receivable	-	18,250
Total Current Assets	581,918	\$ 491,952
Non-Current Assets:		
Fixed assets	570,238	570,238
Less: accumulated depreciation	240,237	192,526
Total Non-Current Assets	330,001	377,712
Total Assets	\$ 911,919	\$ 869,664
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 79,305	\$ 10,840
Intra-company payable	5,190	-
Total Current Liabilities	84,495	10,840
Long-Term Obligations:		
Non-current portion of long-term obligations	585,000	585,000
Total Liabilities	669,495	595,840
NET ASSETS		
Unrestricted	242,424	273,824
Total Net Assets	242,424	273,824
Total Liabilities and Net Assets	\$ 911,919	\$ 869,664

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

WOODDALE MIDDLE SCHOOL STATEMENT OF ACTIVITIES
(With comparative financial information for the year ended June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
REVENUES		
State apportionments	\$ 4,073,220	\$ 4,164,811
Federal revenue	861,959	894,691
Other State revenue	67,287	-
Contributions and grants	222,131	868,766
Local revenue	32,144	37,939
Total Revenues	<u>5,256,741</u>	<u>5,966,207</u>
EXPENSES		
Program Services:		
Salaries and benefits	3,144,233	3,306,831
Student services	512,257	800,907
Materials and supplies	94,160	108,364
Other expenses	156,835	185,386
Depreciation	47,711	110,896
Occupancy	593,502	630,710
Interest	16,754	-
Subtotal	<u>4,565,452</u>	<u>5,143,094</u>
Management and General:		
Operating expenses	97,964	93,600
Shared services - related party	624,725	729,513
Subtotal	<u>722,689</u>	<u>823,113</u>
Total Expenses	<u>5,288,141</u>	<u>5,966,207</u>
CHANGE IN UNRESTRICTED NET ASSETS	(31,400)	-
NET ASSETS, BEGINNING OF YEAR	<u>273,824</u>	<u>273,824</u>
NET ASSETS, END OF YEAR	<u><u>\$ 242,424</u></u>	<u><u>\$ 273,824</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

WOODDALE MIDDLE SCHOOL STATEMENT OF CASH FLOWS
(With comparative financial information for the year ended June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ (31,400)	-
Adjustments to reconcile change in unrestricted net assets to net cash provided by operating activities:		
Depreciation expense	47,711	110,896
Changes in operating assets and liabilities:		
(Increase) decrease in assets:		
Accounts receivable	(108,216)	506,549
Intra-company receivable	18,250	(18,250)
Increase (decrease) in liabilities:		
Accounts payable and accruals	68,465	(63,481)
Intra-company payable	5,190	(472,669)
Net Cash Provided by Operating Activities	<u>-</u>	<u>63,045</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>-</u>	<u>(63,045)</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	-	-
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	-	-
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u><u>\$ 16,754</u></u>	<u><u>\$ -</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

HILLCREST HIGH SCHOOL STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Accounts receivable	\$ 443,595	\$ 440,364
Prepaid expenses and other current assets	-	750
Total Current Assets	<u>443,595</u>	<u>\$ 441,114</u>
Non-Current Assets:		
Fixed assets	341,890	341,890
Less: accumulated depreciation	<u>83,875</u>	<u>51,284</u>
Total Non-Current Assets	<u>258,015</u>	<u>290,606</u>
Total Assets	<u><u>\$ 701,610</u></u>	<u><u>\$ 731,720</u></u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 121,430	\$ 11,285
Intra-company payable	427,612	499,440
Current portion of long-term obligations	<u>70,000</u>	<u>-</u>
Total Current Liabilities	<u>619,042</u>	<u>510,725</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	<u>350,000</u>	<u>420,000</u>
Total Liabilities	<u>969,042</u>	<u>930,725</u>
NET ASSETS (DEFICIT)		
Unrestricted	<u>(267,432)</u>	<u>(199,005)</u>
Total Net Assets (Deficit)	<u>(267,432)</u>	<u>(199,005)</u>
Total Liabilities and Net Assets	<u><u>\$ 701,610</u></u>	<u><u>\$ 731,720</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

HILLCREST HIGH SCHOOL STATEMENT OF ACTIVITIES
(With comparative financial information for the year ended June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
REVENUES		
State apportionments	\$ 4,002,945	\$ 4,289,400
Federal revenue	469,412	863,905
Other State revenue	362,331	-
Contributions and grants	836,285	593,689
Local revenue	102,931	80,819
Total Revenues	<u>5,773,904</u>	<u>5,827,813</u>
EXPENSES		
Program Services:		
Salaries and benefits	3,530,448	3,291,829
Student services	689,465	596,023
Materials and supplies	116,665	314,463
Student nutrition	-	4,496
Other expenses	202,602	239,513
Depreciation	32,591	51,284
Occupancy	501,831	557,598
Interest	14,070	-
Subtotal	<u>5,087,672</u>	<u>5,055,206</u>
Management and General:		
Operating expenses	99,160	96,400
Shared services - related party	655,499	676,207
Subtotal	<u>754,659</u>	<u>772,607</u>
Total Expenses	<u>5,842,331</u>	<u>5,827,813</u>
CHANGE IN UNRESTRICTED NET ASSETS	(68,427)	-
NET ASSETS (DEFICIT), BEGINNING OF YEAR	<u>(199,005)</u>	<u>(199,005)</u>
NET ASSETS (DEFICIT), END OF YEAR	<u><u>\$ (267,432)</u></u>	<u><u>\$ (199,005)</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

HILLCREST HIGH SCHOOL STATEMENT OF CASH FLOWS
(With comparative financial information for the year ended June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ (68,427)	\$ -
Adjustments to reconcile change in unrestricted net assets to net cash used by operating activities:		
Depreciation expense	32,591	51,284
Changes in operating assets and liabilities:		
(Increase) decrease in assets:		
Accounts receivable	(3,231)	(400,142)
Prepaid expenses and other current assets	750	76,473
Increase (decrease) in liabilities:		
Accounts payable and accruals	110,145	9,160
Intra-company payable	(71,828)	107,607
Net Cash Used by Operating Activities	<u>-</u>	<u>(155,618)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>-</u>	<u>(264,382)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan proceeds, net	<u>-</u>	<u>420,000</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	-	-
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	-	-
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u><u>\$ 14,070</u></u>	<u><u>\$ -</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

KIRBY MIDDLE SCHOOL STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Accounts receivable	\$ 230,241	\$ 179,808
Non-Current Assets:		
Fixed assets	430,766	430,766
Less: accumulated depreciation	105,164	64,035
Total Non-Current Assets	325,602	366,731
Total Assets	<u>\$ 555,843</u>	<u>\$ 546,539</u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 112,813	\$ 8,588
Intra-company payable	302,464	328,960
Current portion of long-term obligations	66,667	-
Total Current Liabilities	<u>481,944</u>	<u>337,548</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	333,333	400,000
Total Liabilities	<u>815,277</u>	<u>737,548</u>
NET ASSETS (DEFICIT)		
Unrestricted	(259,434)	(191,009)
Total Net Assets (Deficit)	(259,434)	(191,009)
Total Liabilities and Net Assets	<u>\$ 555,843</u>	<u>\$ 546,539</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

KIRBY MIDDLE SCHOOL STATEMENT OF ACTIVITIES
(With comparative financial information for the year ended June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
REVENUES		
State apportionments	\$ 3,588,561	\$ 3,639,760
Federal revenue	310,473	872,359
Other State revenue	54,122	-
Contributions and grants	663,287	1,112,546
Local revenue	38,353	47,871
Total Revenues	<u>4,654,796</u>	<u>5,672,536</u>
EXPENSES		
Program Services:		
Salaries and benefits	2,889,149	3,379,886
Student services	556,360	505,473
Materials and supplies	104,507	446,882
Student nutrition	-	552
Other expenses	153,994	224,933
Depreciation	41,129	64,035
Occupancy	334,605	382,847
Interest	13,400	-
Subtotal	<u>4,093,144</u>	<u>5,004,608</u>
Management and General:		
Operating expenses	88,728	81,800
Shared services - related party	541,349	586,128
Subtotal	<u>630,077</u>	<u>667,928</u>
Total Expenses	<u>4,723,221</u>	<u>5,672,536</u>
CHANGE IN UNRESTRICTED NET ASSETS	(68,425)	-
NET ASSETS, BEGINNING OF YEAR	<u>(191,009)</u>	<u>(191,009)</u>
NET ASSETS, END OF YEAR	<u><u>\$ (259,434)</u></u>	<u><u>\$ (191,009)</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

KIRBY MIDDLE SCHOOL STATEMENT OF CASH FLOWS
(With comparative financial information for the year ended June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ (68,425)	\$ -
Adjustments to reconcile change in unrestricted net assets to net cash used by operating activities:		
Depreciation expense	41,129	64,035
Changes in operating assets and liabilities:		
(Increase) decrease in assets:		
Accounts receivable	(50,433)	(54,686)
Increase (decrease) in liabilities:		
Accounts payable and accruals	104,225	3,366
Intra-company payable	(26,496)	(88,130)
Net Cash Used by Operating Activities	<u>-</u>	<u>(75,415)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>-</u>	<u>(324,585)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan proceeds, net	<u>-</u>	<u>400,000</u>
NET CHANGE IN CASH AND CASH EQUIVALENTS	-	-
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	-	-
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ -</u>	<u>\$ -</u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u>\$ 13,400</u>	<u>\$ -</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

BLUFF CITY HIGH SCHOOL STATEMENT OF FINANCIAL POSITION
(With comparative financial information for the year ended June 30, 2017)

JUNE 30, 2018

	2018	2017
ASSETS		
Current Assets:		
Accounts receivable	\$ 122,026	\$ 15,578
Prepaid expenses and other current assets	-	239
Total Current Assets	122,026	15,817
Non-Current Assets:		
Debt issue costs, net	66,856	-
Security deposits	14,000	14,000
Fixed assets	2,068,486	671,728
Less: accumulated depreciation	39,039	-
Total Non-Current Assets	2,110,303	685,728
Total Assets	\$ 2,232,329	\$ 701,545
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 484,386	\$ 198,180
Intra-company payable	89,158	503,365
Current portion of long-term obligations	132,427	-
Total Current Liabilities	705,971	701,545
Long-Term Obligations:		
Non-current portion of long-term obligations	1,526,358	-
Total Liabilities	2,232,329	701,545
NET ASSETS		
Unrestricted	-	-
Total Net Assets	-	-
Total Liabilities and Net Assets	\$ 2,232,329	\$ 701,545

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

BLUFF CITY HIGH SCHOOL STATEMENT OF ACTIVITIES
(With comparative financial information for the year ended June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CHANGES IN UNRESTRICTED NET ASSETS		
REVENUES		
State apportionments	\$ 1,368,636	\$ -
Federal revenue	405,391	15,578
Other State revenue	1,564	-
Contributions and grants	552,506	26,039
Local revenue	19,897	-
Total Revenues	<u>2,347,994</u>	<u>41,617</u>
EXPENSES		
Program Services:		
Salaries and benefits	1,137,132	13,219
Student services	259,357	1,152
Materials and supplies	108,817	7,152
Other expenses	202,701	5,969
Depreciation and amortization	39,039	-
Occupancy	306,858	14,125
Interest	27,765	-
Subtotal	<u>2,081,669</u>	<u>41,617</u>
Management and General:		
Operating expenses	54,745	-
Shared services - related party	211,580	-
Subtotal	<u>266,325</u>	<u>-</u>
Total Expenses	<u>2,347,994</u>	<u>41,617</u>
CHANGE IN UNRESTRICTED NET ASSETS	-	-
NET ASSETS, BEGINNING OF YEAR	-	-
NET ASSETS, END OF YEAR	<u>\$ -</u>	<u>\$ -</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

BLUFF CITY HIGH SCHOOL STATEMENT OF CASH FLOWS
(With comparative financial information for the year ended June 30, 2017)

FOR THE YEAR ENDED JUNE 30, 2018

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ -	\$ -
Adjustments to reconcile change in unrestricted net assets to net cash provided (used) by operating activities:		
Depreciation expense	36,171	-
Amortization expense	2,868	-
Changes in operating assets and liabilities:		
(Increase) decrease in assets:		
Accounts receivable	(106,448)	(15,578)
Prepaid expenses and other current assets	239	(239)
Cash received (paid) for security deposits - net	-	(14,000)
Increase (decrease) in liabilities:		
Accounts payable and accruals	286,206	198,180
Intra-company payable	(414,207)	503,365
Net Cash Provided (Used) by Operating Activities	(195,171)	671,728
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	(1,396,758)	(671,728)
CASH FLOWS FROM FINANCING ACTIVITIES		
Amounts incurred for debt issuance	(66,856)	-
Loan proceeds, net	1,658,785	-
Net Cash Provided by Financing Activities	1,591,929	-
NET CHANGE IN CASH AND CASH EQUIVALENTS	-	-
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	-	-
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ -	\$ -
Supplemental cash flow disclosure:		
Cash paid during the period for interest	\$ 27,765	\$ -

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

COMBINING STATEMENT OF FINANCIAL POSITION

JUNE 30, 2018

	Regional Office	Fairley HS	Wooddale MS
ASSETS			
Current Assets:			
Cash and cash equivalents	\$ 1,793,438	\$ -	\$ -
Accounts receivable	18,345	491,168	581,918
Intra-company receivable	1,817,160	-	-
Total Current Assets	<u>3,628,943</u>	<u>491,168</u>	<u>581,918</u>
Non-Current Assets:			
Debt issue costs, net	-	-	-
Security deposits	-	-	-
Fixed assets	-	188,868	570,238
Less: accumulated depreciation	-	113,668	240,237
Total Non-Current Assets	<u>-</u>	<u>75,200</u>	<u>330,001</u>
Total Assets	<u>\$ 3,628,943</u>	<u>\$ 566,368</u>	<u>\$ 911,919</u>
LIABILITIES			
Current Liabilities:			
Accounts payable and accruals	\$ 1,482,173	\$ 97,001	\$ 79,305
Accounts payable - related party	103,281	-	-
Intra-company payable	-	992,736	5,190
Current portion of long-term obligations	-	-	-
Total Current Liabilities	<u>1,585,454</u>	<u>1,089,737</u>	<u>84,495</u>
Long-Term Obligations:			
Non-current portion of long-term obligations	-	-	585,000
Total Liabilities	<u>1,585,454</u>	<u>1,089,737</u>	<u>669,495</u>
NET ASSETS (DEFICIT)			
Unrestricted	<u>2,043,489</u>	<u>(523,369)</u>	<u>242,424</u>
Total Net Assets (Deficit)	<u>2,043,489</u>	<u>(523,369)</u>	<u>242,424</u>
Total Liabilities and Net Assets	<u>\$ 3,628,943</u>	<u>\$ 566,368</u>	<u>\$ 911,919</u>

See accompanying note to supplementary information.

Hillcrest HS	Kirby MS	Bluff City HS	Elimination	Total
\$ -	\$ -	\$ -	\$ -	\$ 1,793,438
443,595	230,241	122,026	-	1,887,293
-	-	-	(1,817,160)	-
443,595	230,241	122,026	(1,817,160)	3,680,731
-	-	66,856	-	66,856
-	-	14,000	-	14,000
341,890	430,766	2,068,486	-	3,600,248
83,875	105,164	39,039	-	581,983
258,015	325,602	2,110,303	-	3,099,121
\$ 701,610	\$ 555,843	\$ 2,232,329	\$ (1,817,160)	\$ 6,779,852
\$ 121,430	\$ 112,813	\$ 484,386	\$ -	\$ 2,377,108
-	-	-	-	103,281
427,612	302,464	89,158	(1,817,160)	-
70,000	66,667	132,427	-	269,094
619,042	481,944	705,971	(1,817,160)	2,749,483
350,000	333,333	1,526,358	-	2,794,691
969,042	815,277	2,232,329	(1,817,160)	5,544,174
(267,432)	(259,434)	-	-	1,235,678
(267,432)	(259,434)	-	-	1,235,678
\$ 701,610	\$ 555,843	\$ 2,232,329	\$ (1,817,160)	\$ 6,779,852

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

COMBINING STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2018

	Regional Office	Fairley HS	Wooddale MS
CHANGES IN UNRESTRICTED NET ASSETS			
REVENUES			
State apportionments	\$ -	\$ 4,768,390	\$ 4,073,220
Federal revenue	100,181	571,813	861,959
Other State revenue	-	190,331	67,287
Contributions and grants	98,936	367,573	222,131
Local revenue	3,153,836	48,480	32,144
Total Revenues	3,352,953	5,946,587	5,256,741
EXPENSES			
Program Services:			
Salaries and benefits	953,475	3,221,598	3,144,233
Student services	25,724	840,730	512,257
Materials and supplies	13,332	110,856	94,160
Other expenses	50,263	222,647	156,835
Depreciation and amortization	-	12,677	47,711
Occupancy	-	700,834	593,502
Interest	26,736	-	16,754
Subtotal	1,069,530	5,109,342	4,565,452
Management and General:			
Salaries and benefits	1,131,517	-	-
Occupancy	2,390	-	-
Operating expenses	251,860	116,256	97,964
Shared services - related party	1,540,053	758,192	624,725
Subtotal	2,925,820	874,448	722,689
Total Expenses	3,995,350	5,983,790	5,288,141
CHANGE IN UNRESTRICTED NET ASSETS	(642,397)	(37,203)	(31,400)
NET ASSETS (DEFICIT), BEGINNING OF YEAR	2,685,886	(486,166)	273,824
NET ASSETS (DEFICIT), END OF YEAR	\$ 2,043,489	\$ (523,369)	\$ 242,424

See accompanying note to supplementary information.

Hillcrest HS	Kirby MS	Bluff City HS	Elimination	Total
\$ 4,002,945	\$ 3,588,561	\$ 1,368,636	\$ -	\$ 17,801,752
469,412	310,473	405,391	-	2,719,229
362,331	54,122	1,564	-	675,635
836,285	663,287	552,506	-	2,740,718
102,931	38,353	19,897	(2,791,345)	604,296
<u>5,773,904</u>	<u>4,654,796</u>	<u>2,347,994</u>	<u>(2,791,345)</u>	<u>24,541,630</u>
3,530,448	2,889,149	1,137,132	-	14,876,035
689,465	556,360	259,357	-	2,883,893
116,665	104,507	108,817	-	548,337
202,602	153,994	202,701	-	989,042
32,591	41,129	39,039	-	173,147
501,831	334,605	306,858	-	2,437,630
14,070	13,400	27,765	-	98,725
<u>5,087,672</u>	<u>4,093,144</u>	<u>2,081,669</u>	<u>-</u>	<u>22,006,809</u>
-	-	-	-	1,131,517
-	-	-	-	2,390
99,160	88,728	54,745	-	708,713
<u>655,499</u>	<u>541,349</u>	<u>211,580</u>	<u>(2,791,345)</u>	<u>1,540,053</u>
<u>754,659</u>	<u>630,077</u>	<u>266,325</u>	<u>(2,791,345)</u>	<u>3,382,673</u>
<u>5,842,331</u>	<u>4,723,221</u>	<u>2,347,994</u>	<u>(2,791,345)</u>	<u>25,389,482</u>
(68,427)	(68,425)	-	-	(847,852)
(199,005)	(191,009)	-	-	2,083,530
<u>\$ (267,432)</u>	<u>\$ (259,434)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,235,678</u>

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)
COMBINING STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2018

	Regional Office	Fairley HS	Wooddale MS
CASH FLOWS FROM OPERATING ACTIVITIES			
Change in unrestricted net assets	\$ (642,397)	\$ (37,203)	\$ (31,400)
Adjustments to reconcile change in unrestricted net assets to net cash used by operating activities:			
Depreciation expense	-	12,677	47,711
Amortization expense	-	-	-
Changes in operating assets and liabilities:			
(Increase) decrease in assets:			
Accounts receivable	11,947	(132,619)	(108,216)
Intra-company receivable	417,081	-	18,250
Prepaid expenses and other current assets	-	-	-
Increase (decrease) in liabilities:			
Accounts payable and accruals	(993,174)	85,135	68,465
Accounts payable - related party	(13,351)	-	-
Intra-company payable	-	72,010	5,190
Deferred revenue	(1,378,931)	-	-
Net Cash Used by Operating Activities	(2,598,825)	-	-
CASH FLOWS FROM INVESTING ACTIVITIES			
Capital expenditures	1,892	-	-
CASH FLOWS FROM FINANCING ACTIVITIES			
Amounts incurred for debt issuance	-	-	-
Loan proceeds, net	-	-	-
Net Cash Provided (Used) by Financing Activities	-	-	-
NET CHANGE IN CASH AND CASH EQUIVALENTS	(2,596,933)	-	-
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	4,390,371	-	-
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ 1,793,438	\$ -	\$ -
Supplemental cash flow disclosure:			
Cash paid during the period for interest	\$ 26,736	\$ -	\$ 16,754

See accompanying note to supplementary information.

Hillcrest HS	Kirby MS	Bluff City HS	Elimination	Total
\$ (68,427)	\$ (68,425)	\$ -	\$ -	\$ (847,852)
32,591	41,129	36,171	-	170,279
-	-	2,868	-	2,868
(3,231)	(50,433)	(106,448)	-	(389,000)
-	-	-	(435,331)	-
750	-	239	-	989
110,145	104,225	286,206	-	(338,998)
-	-	-	-	(13,351)
(71,828)	(26,496)	(414,207)	435,331	-
-	-	-	-	(1,378,931)
-	-	(195,171)	-	(2,793,996)
-	-	(1,396,758)	-	(1,394,866)
-	-	(66,856)	-	(66,856)
-	-	1,658,785	-	1,658,785
-	-	1,591,929	-	1,591,929
-	-	-	-	(2,596,933)
-	-	-	-	4,390,371
\$ -	\$ -	\$ -	\$ -	\$ 1,793,438
\$ 14,070	\$ 13,400	\$ 27,765	\$ -	\$ 98,725

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

NOTE TO SUPPLEMENTARY INFORMATION

JUNE 30, 2018

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of GDPS TN and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. GDPS TN has not elected to use the ten percent de minimis cost rate as covered in Section 200.414 Indirect (F&A) costs of the Uniform Guidance.

Supplementary Financial Statements by Entity

These financial statements include an account of the regional office and each charter school operated by GDPS TN.

Combining Statements

The accompanying combining financial statements report the individual programs of GDPS TN and are presented on the accrual basis of accounting. Eliminating entries in the combined financial statements are due to rent payments between regional office and some of the charter schools.

INDEPENDENT AUDITOR'S REPORTS



VAVRINEK, TRINE, DAY & CO., LLP
 Certified Public Accountants

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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
 FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
 BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
 ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Directors
 Green Dot Public Schools Tennessee
 (A Tennessee Nonprofit Public Benefit Corporation)
 Memphis, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the combined financial statements of Green Dot Public Schools Tennessee (GDPS TN) (A Tennessee Nonprofit Public Benefit Corporation) which comprise the statement of financial position as of June 30, 2018, and the related statements of activities and cash flows for the fiscal year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 13, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the combined financial statements, we considered GDPS TN's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the combined financial statements, but not for the purpose of expressing an opinion on the effectiveness of GDPS TN's internal control. Accordingly, we do not express an opinion on the effectiveness of GDPS TN's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of GDPS TN's combined financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether GDPS TN's combined financial statements are free from material misstatement, we performed tests of GDPS TN's compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of the combined financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of GDPS TN's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering GDPS TN's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

VarrineK, Trine, Day & Co. LLP

Rancho Cucamonga, California
December 21, 2018



VAVRINEK, TRINE, DAY & CO., LLP
Certified Public Accountants

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**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR
EACH MAJOR PROGRAM AND ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE**

Board of Directors
Green Dot Public Schools Tennessee
(A Tennessee Nonprofit Public Benefit Corporation)
Memphis, Tennessee

Report on Compliance for Each Major Federal Program

We have audited Green Dot Public Schools Tennessee's (GDPS TN) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of GDPS TN's major federal programs for the year ended June 30, 2018. GDPS TN's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of GDPS TN's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about GDPS TN's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of GDPS TN's compliance.

Opinion on Each Major Federal Program

In our opinion, GDPS TN complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

Report on Internal Control Over Compliance

Management of GDPS TN is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered GDPS TN's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of GDPS TN's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Vavrinek, Trine, Day & Co. LLP

Rancho Cucamonga, California
December 21, 2018

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

SUMMARY OF AUDITORS' RESULTS
FOR THE YEAR ENDED JUNE 30, 2018

FINANCIAL STATEMENTS

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

FEDERAL AWARDS

Internal control over major Federal programs:	
Material weakness identified?	<u>No</u>
Significant deficiency identified?	<u>None reported</u>
Type of auditor's report issued on compliance for major Federal programs:	<u>Unmodified</u>
Any audit findings disclosed that are required to be reported in accordance with Section 200.516(a) of the Uniform Guidance?	<u>No</u>
Identification of major Federal programs:	

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
<u>84.010</u>	<u>Title I, Part A, Basic Grants Low-Income and Neglected</u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 750,000</u>
Auditee qualified as low-risk auditee?	<u>Yes</u>

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2018

None reported.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2018

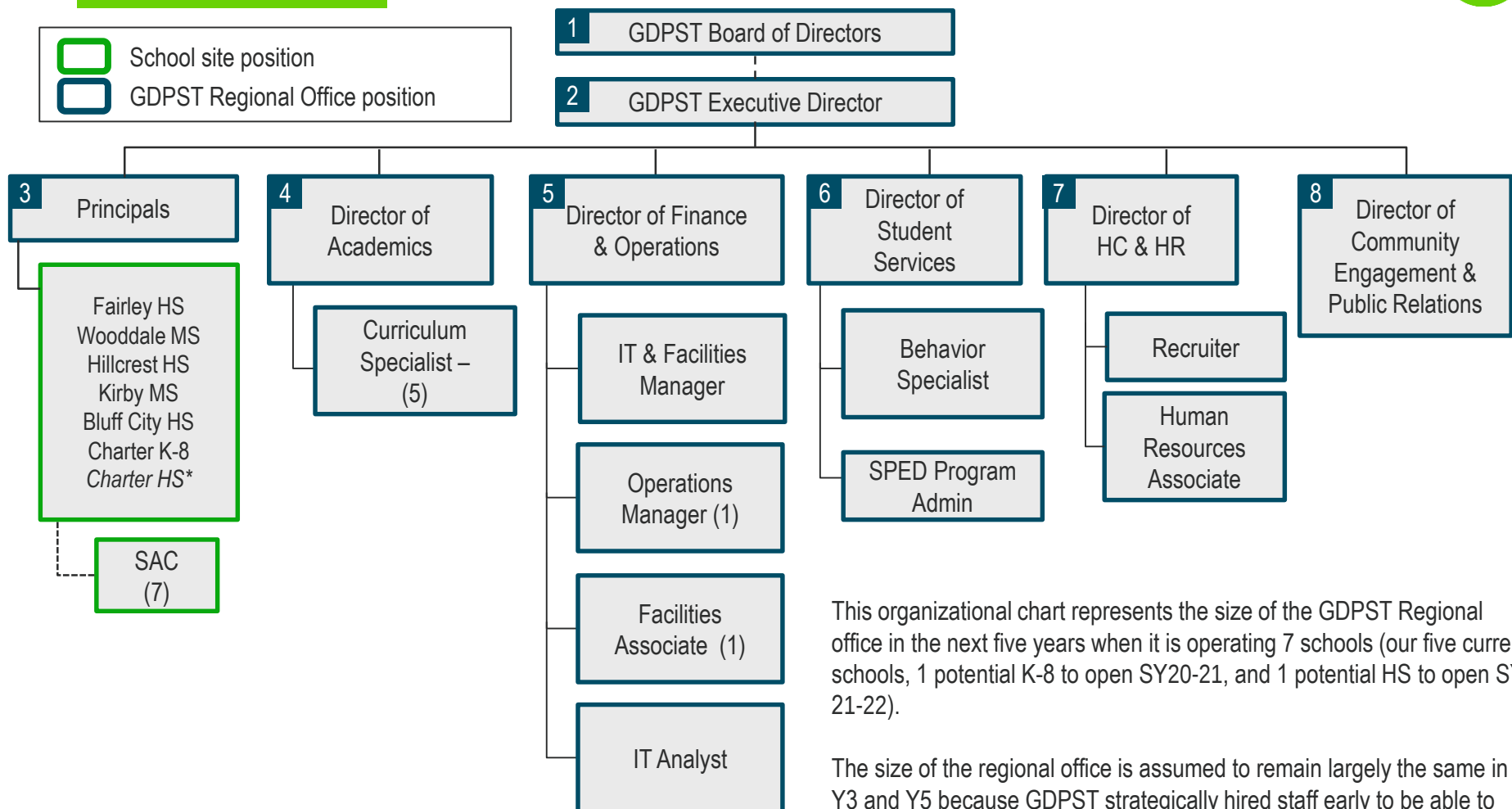
None reported.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2018

There were no audit findings reported in the prior year.

Attachment M: GDPST Network Organizational Chart (Year 1-5)



This organizational chart represents the size of the GDPST Regional office in the next five years when it is operating 7 schools (our five current schools, 1 potential K-8 to open SY20-21, and 1 potential HS to open SY 21-22).

The size of the regional office is assumed to remain largely the same in Y3 and Y5 because GDPST strategically hired staff early to be able to support their current transformation and independent schools as well as the future growth in schools they may experience. Depending on what schools may need in the future, GDPST will consider adding one more academic regional staff, whether that be a Curriculum Specialist or SPED Program Admin.

Role descriptions



1. **GDPST Board:** responsible for major strategic and policy decisions related to Tennessee schools including ensuring Green Dot Tennessee's financial sustainability
2. **Executive Director:** directly contributes to governance and management of the school (along with all other GDPST schools)
3. **Principals:** primary leader of the school and is accountable for the school's academic performance and operations
4. **Director of Academics:** oversees curriculum development and assessment and ensures that GDPST differentiates support for educators, provides career pathways for educators and holistically evaluates educators so that they are able to reflect and grow in their practice.
 - Manages a team of **Curriculum Specialists**, instructional coaches who conduct frequent observations of teachers, provide direct services to teachers (e.g. data analysis, lesson planning assistance) and support curriculum development and professional development
5. **Director of Finance and Operations:** manages the financial and operational aspects of the Tennessee Regional Office and all Green Dot Tennessee schools
 - Manages a team staff who oversee technology, facilities and operations across GDPST schools
6. **Director of Student Services:** oversees Special Education and social-emotional learning at GDPST. Manages the following team-
 - **Behavior Specialist:** provides comprehensive and culturally sensitive mental health services to students and families in order to enhance the social-emotional well being of students
 - **SPED Program Admin:** develops and implements a robust and compliant Special Education program, conducts compliance monitoring, and leads professional development
7. **Director of Human Capital and Human Resources:** leads recruitment and selection efforts of teacher and administrator candidates. In addition, she manages human resources processes, compliance and onboarding for Green Dot Tennessee.
 - Manages a team who assists with sourcing, recruiting, hiring and related logistics
8. **Director of Community Engagement & Public Relations:** manages all community partnerships and activities for the school sites and regional office as well as coordinates parent engagement and training across Green Dot Tennessee schools. Manages the following staff-







New Charter School Application Budget Template

Instructions

Template Tabs

1) Proposed School Information	Enter proposed school name, contact information, and proposed year of opening
2) Student Assumptions	Enter enrollment and key student demographic information assumptions
3) Pre-Opening Budget	Enter budget details and assumptions for 12 month period prior to Year 1
4) Pre-Opening Cash Flow	Enter cash flow details and assumptions for 12 month period prior to Year 1
5) Years 1-5 Staff Assumptions	Enter staffing assumptions; assumptions will drive over tabs
6) Year 1 Budget	Enter budget details and assumptions for Year 1
7) Year 1 Cash Flow	Enter cash flow details and assumptions for Year 1 (July to June 12 month period)
8) Years 2 through 5 Budget	Enter budget details and assumptions for Years 2 through 5
9) Summary	Informational; enter a starting fund balance if applicable

Template Guidance

-  Input financial information into light yellow cells
-  Input assumption information or notes into light green cells
-  Provides additional information or instruction for specific tab or section of tab
-  Cells with red comment tag include additional guidance and instruction

Note: This is not a budgeting tool, but rather a standardized format for sharing key budget information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.

Developed in partnership with



Template Version 02222017

Green Dot Charter K-8 School
New Charter School Application Budget Template
Proposed School Information

Proposed School Name	Green Dot Charter K-8 School				
Lead Sponsor Name	Megan Quaile				
Lead Sponsor E-mail Address	megan.quaile@greendot.org				
Lead Sponsor Phone Number	901-881-7375				
CMO/EMO Affiliation	Green Dot Public Schools Tennessee				
Proposed Authorizer	Shelby County Schools				
Proposed Opening Grade Level(s)	Kindergarten, 6th grade				
Proposed Final Grade Level(s)	K-8				
Proposed First Year of Operations	2020-21				
Anticipated Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
	300	600	900	1020	1140
Note: These cells auto-populate after completing Tab 2.					

Green Dot Charter K-8 School
New Charter School Application Budget Template
Student Assumptions

Enrollment Assumptions

Year 1	Year 2	Year 3	Year 4	Year 5
2020-21	2021-22	2022-23	2023-24	2024-25

Pre-Kindergarten (Informational Only)

0	0	0	0	0
---	---	---	---	---

Kindergarten

120	120	120	120	120
-----	-----	-----	-----	-----

1st Grade

0	120	120	120	120
---	-----	-----	-----	-----

2nd Grade

0	0	120	120	120
---	---	-----	-----	-----

3rd Grade

0	0	0	120	120
---	---	---	-----	-----

4th Grade

0	0	0	0	120
---	---	---	---	-----

5th Grade

0	0	0	0	0
---	---	---	---	---

6th Grade

180	180	180	180	180
-----	-----	-----	-----	-----

7th Grade

0	180	180	180	180
---	-----	-----	-----	-----

8th Grade

0	0	180	180	180
---	---	-----	-----	-----

9th Grade

0	0	0	0	0
---	---	---	---	---

10th Grade

0	0	0	0	0
---	---	---	---	---

11th Grade

0	0	0	0	0
---	---	---	---	---

12th Grade

0	0	0	0	0
---	---	---	---	---

Total Enrollment (excluding Pre-Kindergarten)

300	600	900	1020	1140
-----	-----	-----	------	------

Change in Net Enrollment

300	300	300	120	120
-----	-----	-----	-----	-----

of Classes By Grade

Year 1	Year 2	Year 3	Year 4	Year 5
--------	--------	--------	--------	--------

Pre-Kindergarten (Informational Only)

0	0	0	0	0
---	---	---	---	---

Kindergarten

5	5	5	5	5
---	---	---	---	---

1st Grade

0	5	5	5	5
---	---	---	---	---

2nd Grade

0	0	5	5	5
---	---	---	---	---

3rd Grade

0	0	0	5	5
---	---	---	---	---

4th Grade

0	0	0	0	5
---	---	---	---	---

5th Grade

0	0	0	0	0
---	---	---	---	---

6th Grade

6	6	6	6	6
---	---	---	---	---

7th Grade

0	6	6	6	6
---	---	---	---	---

8th Grade

0	0	6	6	6
---	---	---	---	---

9th Grade

0	0	0	0	0
---	---	---	---	---

10th Grade

0	0	0	0	0
---	---	---	---	---

11th Grade

0	0	0	0	0
---	---	---	---	---

12th Grade

0	0	0	0	0
---	---	---	---	---

Total # of Classes

11	22	33	38	43
----	----	----	----	----

Change in Net # of Classes

11	11	11	5	5
----	----	----	---	---

Green Dot Charter K-8 School
New Charter School Application Budget Template
Student Assumptions

Other Key Assumptions Enter Estimated Percentages					
SPED %	12%	12%	12%	12%	12%
SPED Count	36	72	108	122	137
ELL %	4%	4%	4%	4%	4%
ELL Count	12	24	36	41	46
Anticipated Paid %	0%	0%	0%	0%	0%
Anticipated Reduced %	0%	0%	0%	0%	0%
Anticipated Free %	100%	100%	100%	100%	100%
Anticipated Paid Count	0	0	0	0	0
Anticipated Reduced Count	0	0	0	0	0
Anticipated Free Count	300	600	900	1020	1140
Total Free and Reduced Count	300	600	900	1020	1140
School Days	183	183	183	183	183
Attendance Rate	92%	92%	92%	92%	92%

**Green Dot Charter K-8 School
New Charter School Application Budget Template
Pre-Opening Budget**

Revenue Assumptions

		<table><tr><td>Year 0</td></tr><tr><td>2019-20</td></tr></table>	Year 0	2019-20	
Year 0					
2019-20					
Federal Revenues	Rate/Assumption	Amount	Assumption Notes		
CSP Startup Grant		\$241,310			
Fundraising & Philanthropy			Detail any private funding sources		
Other		\$0			
Other		\$0			
Other		\$0			
Other		\$0			
Other		\$0			
Total Revenues		241,310			

Additional Space to Provide Fundraising Details

Compensation Assumptions

		Year 0	
		2019-20	
Administrative Staff	FTE Count	Assumption Notes	
Principal/School Leader	1.00	\$97,920	Administrator-in-Residence or Principal
Assistant Principal	0.00	\$0	
Special Education Coordinator	0.00	\$0	
Deans, Directors	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Administrative Compensation	1.00	97,920	
Instructional Staff			
Teachers	0.00	\$0	
Special Education Teachers	0.00	\$0	
Educational Assistants/Aides	0.00	\$0	
Elective Teachers	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Instructional Compensation	0.00	-	
Non-Instructional Staff			
Clerical Staff	0.00	\$0	
Custodial Staff	0.00	\$0	
Operations	0.25	\$11,475	
Social Workers/Counseling	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Non-Instructional Compensation	0.25	11,475	
Bonus		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	
Total FTE Count	1.25		
Total Compensation		109,395	

Employer Benefits & Tax Assumptions

Green Dot Charter K-8 School
New Charter School Application Budget Template
Pre-Opening Budget

Year 0			
2019-20			
Base Assumption		Assumption Notes	
Social Security	6.20%	\$6,782	
Medicare	1.45%	\$1,586	
State Unemployment	\$243 per employee	\$486	Based on GDPST experience
Disability/Life Insurance	0.00%	\$0	
Workers Compensation Insurance	0.51%	\$558	
Other Fringe Benefits	0.00%	\$0	
Medical Insurance	\$7,954	\$7,954	
Dental Insurance	\$170	\$170	
Vision Insurance	\$56	\$56	
Other Retirement	0.00%	\$4,366	Principal TCRS
Total Employer Benefits & Taxes		21,959	

Operating Expenses			
Year 0			
2019-20			
Contracted Services		Assumption Notes	
Professional Development	\$0	\$0	
Financial Services	\$0	\$0	
Audit Services	\$0	\$0	
Legal Fees	\$0	\$0	
Copier Lease and Usage	\$0	\$8,000	Equipment rental / lease of copiers
Internet and Phone Service	\$0	\$0	
Cell Phone Service	\$0	\$0	
Payroll Services	\$0	\$0	
Health Services	\$0	\$0	
Transportation	\$0	\$0	
IT Services	\$0	\$0	
Contracted SPED Services	\$0	\$0	
Insurance	\$0	\$0	
Postal Charges	\$0	\$0	
Bank Charges	\$0	\$0	
Supplies & Materials			
Textbooks and Instructional Supplies	\$0	\$0	
Education Software	\$0	\$0	
Student Supplies	\$0	\$0	
Faculty Supplies	\$0	\$0	
Library Books	\$0	\$0	
Testing & Evaluation	\$0	\$0	
Student Laptops	\$0	\$40,000	Computer hardware; put in student laptops, but likely some combination of student laptops and faculty laptops
Faculty Laptops	\$0	\$0	
Office Supplies	\$0	\$14,456	Initial investment in office supplies
Printing Paper	\$0	\$10,000	Includes all printing and copying
Marketing Materials	\$0	\$0	
Student Uniforms	\$0	\$0	
Gifts & Awards - Students	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	
Facility Related Expenses			
Rent	\$0	\$0	
Utilities	\$0	\$0	
Custodial	\$0	\$0	
Waste	\$0	\$0	
Faculty Furniture	\$0	\$0	
Student Furniture	\$0	\$0	
Internet/Network Equipment	\$0	\$20,000	Non-capitalized equipment
Other Equipment	\$0	\$5,000	Non-educational computer software

Green Dot Charter K-8 School
New Charter School Application Budget Template
Pre-Opening Budget

Building Decorum	\$0	\$12,500	Materials and Supplies for facilities maintenance
Tenant Improvements	\$0	\$0	
Shared Service Fee	\$0	\$0	
Building Insurance	\$0	\$0	
Security	\$0	\$0	
Dues and Memberships	\$0	\$0	
Other	\$0	\$0	
Other Charges			
Staff Recruitment	\$0	\$0	
Student Recruitment & Community Engagement	\$0	\$0	Copies / printing likely to be used for student recruitment purposes
Parent Meetings	\$0	\$0	
Staff Meetings	\$0	\$0	
District Oversight Fees	\$0	\$0	District Oversight Fee
Debt Service			
Interest	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Total Operating Expenses		109,956	
Total Expenses		241,310	

Green Dot Charter K-8 School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary														
Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Beginning Cash	-	-	-	-	120,655	120,655	120,655	201,092	160,873	120,655	80,437	40,219		
Revenues														
Federal Revenues	241,310	-	-	-	120,655	-	-	120,655	-	-	-	-	241,310	-
Fundraising & Philanthropy	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	241,310	-	-	-	120,655	-	-	120,655	-	-	-	-	241,310	-
Expenses														
Staffing	109,395	-	-	-	-	-	-	18,233	18,233	18,233	18,233	18,233	109,395	-
Employer Benefits & Taxes	21,959	-	-	-	-	-	-	3,660	3,660	3,660	3,660	3,660	21,959	-
Contracted Services	8,000	-	-	-	-	-	-	1,333	1,333	1,333	1,333	1,333	8,000	-
Supplies & Materials	64,456	-	-	-	-	-	-	10,743	10,743	10,743	10,743	10,743	64,456	-
Facility-Related Expenses	37,500	-	\$0	-	-	-	-	6,250	6,250	6,250	6,250	6,250	37,500	-
Other Charges	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	241,310	-	-	-	-	-	-	40,218	40,218	40,218	40,218	40,218	241,310	-
Operating Income (Loss)	0	-	-	-	120,655	-	-	80,437	(40,218)	(40,218)	(40,218)	(40,218)	0	-
Changes in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds		-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity		-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	-	-	-	120,655	120,655	120,655	201,092	160,873	120,655	80,437	40,219	0		

Green Dot Charter K-8 School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Details of Cash Flow															
Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Revenues															
Revenues															
Assumption Notes															
Federal Revenues															
CSP Startup Grant	241,310	-	-	-	120,655	-	-	120,655	-	-	-	-	241,310	-	
Fundraising & Philanthropy															
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Revenues	241,310	-	-	-	120,655	-	-	120,655	-	-	-	-	241,310	-	

Green Dot Charter K-8 School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Compensation															
Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Compensation															
Principal/School Leader	97,920	\$0	\$0	\$0	\$0	\$0	\$0	\$16,320	\$16,320	\$16,320	\$16,320	\$16,320	\$16,320	97,920	-
Assistant Principal	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Coordinator	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Deans, Directors	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Administrative Compensation	97,920	-	-	-	-	-	-	16,320	16,320	16,320	16,320	16,320	16,320	97,920	-
Instructional Staff															
Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Special Education Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Educational Assistants/Aides	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Elective Teachers	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Instructional Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Instructional Staff															
Clerical Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Operations	11,475	\$0	\$0	\$0	\$0	\$0	\$0	\$1,913	\$1,913	\$1,913	\$1,913	\$1,913	\$1,913	11,475	-
Social Workers/Counseling	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Non-Instructional Compensation	11,475	-	-	-	-	-	-	1,913	1,913	1,913	1,913	1,913	1,913	11,475	-
Bonus	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Other Non FTE Compensation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Total Compensation	109,395	-	-	-	-	-	-	18,233	18,233	18,233	18,233	18,233	18,233	109,395	-
Employer Benefits & Taxes															
Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Social Security	6,782	\$0	\$0	\$0	\$0	\$0	\$0	\$1,130	\$1,130	\$1,130	\$1,130	\$1,130	\$1,130	6,782	-
Medicare	1,586	\$0	\$0	\$0	\$0	\$0	\$0	\$264	\$264	\$264	\$264	\$264	\$264	1,586	-
State Unemployment	486	\$0	\$0	\$0	\$0	\$0	\$0	\$81	\$81	\$81	\$81	\$81	\$81	486	-
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Workers Compensation Insurance	558	\$0	\$0	\$0	\$0	\$0	\$0	\$93	\$93	\$93	\$93	\$93	\$93	558	-
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Medical Insurance	7,954	\$0	\$0	\$0	\$0	\$0	\$0	\$1,326	\$1,326	\$1,326	\$1,326	\$1,326	\$1,326	7,954	-
Dental Insurance	170	\$0	\$0	\$0	\$0	\$0	\$0	\$28	\$28	\$28	\$28	\$28	\$28	170	-
Vision Insurance	56	\$0	\$0	\$0	\$0	\$0	\$0	\$9	\$9	\$9	\$9	\$9	\$9	56	-
Other Retirement	4,366	\$0	\$0	\$0	\$0	\$0	\$0	\$728	\$728	\$728	\$728	\$728	\$728	4,366	-
Total Employer Benefits & Taxes	21,959	-	-	-	-	-	-	3,660	3,660	3,660	3,660	3,660	3,660	21,959	-

Green Dot Charter K-8 School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Operating Expenses															
Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Contracted Services															
Professional Development	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Professional Development
Financial Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Financial Services
Audit Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Audit Services
Legal Fees	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Legal Fees
Copier Lease and Usage	8,000	\$0	\$0	\$0	\$0	\$0	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	8,000	-	Copier Lease and Usage
Internet and Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Internet and Phone Service
Cell Phone Service	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Cell Phone Service
Payroll Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Payroll Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Health Services
Transportation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Transportation
IT Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	IT Services
Contracted SPED Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Contracted SPED Services
Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Insurance
Postal Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Postal Charges
Bank Charges	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Bank Charges
Supplies & Materials															
Textbooks and Instructional Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Textbooks and Instructional Supplies
Education Software	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Education Software
Student Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Supplies
Faculty Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Faculty Supplies
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Library Books
Testing & Evaluation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Testing & Evaluation
Student Laptops	40,000	\$0	\$0	\$0	\$0	\$0	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	\$6,667	40,000	-	Student Laptops (and likely some faculty laptops)
Faculty Laptops	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Faculty Laptops
Office Supplies	14,456	\$0	\$0	\$0	\$0	\$0	\$2,409	\$2,409	\$2,409	\$2,409	\$2,409	\$2,409	14,456	-	Office Supplies
Printing Paper	10,000	\$0	\$0	\$0	\$0	\$0	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	10,000	-	Printing Paper (and copies)
Marketing Materials	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Marketing Materials
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Uniforms
Gifts & Awards - Students	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Gifts & Awards - Teachers and Staff
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Health Supplies

Green Dot Charter K-8 School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Facility Related Expenses																	
Rent	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Rent
Utilities	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Utilities
Custodial	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Custodial
Waste	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Waste
Faculty Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Faculty Furniture
Student Furniture	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Furniture
Internet/Network Equipment	20,000	\$0	\$0	\$0	\$0	\$0	\$0	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	20,000	-	Internet/Network Equipment
Other Equipment	5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$833	\$833	\$833	\$833	\$833	\$833	\$833	5,000	-	Other Equipment (Non-educational software)
Building Decorum	12,500	\$0	\$0	\$0	\$0	\$0	\$0	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	12,500	-	Building Decorum
Tenant Improvements	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Tenant Improvements
Shared Service Fee	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Building Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Security	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Dues and Memberships	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Other Charges																	
Staff Recruitment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Recruitment
Student Recruitment & Community Engagement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Student Recruitment & Community Engagement
Parent Meetings	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Parent Meetings
Staff Meetings	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Staff Meetings
District Oversight Fees	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other
Debt Service																	
Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	109,956	-	-	-	-	-	-	18,326	18,326	18,326	18,326	18,326	18,326	18,326	109,956	-	
Total Expenses	241,310	-	-	-	-	-	-	40,218	40,218	40,218	40,218	40,218	40,218	40,218	241,310	-	

Green Dot Charter K-8 School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

FTE Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment	300	600	900	1020	1140
# of Classes	11	22	33	38	43
Administrative Staff					
Principal/School Leader	1.00	1.00	2.00	2.00	2.00
Assistant Principal	1.00	2.00	2.00	2.00	3.00
Special Education Coordinator	0.40	0.58	0.77	0.84	0.87
Deans, Directors	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	1.00	2.00	3.00	3.00	3.00
Total Administrative FTE	3.40	5.58	7.77	7.84	8.87
Instructional Staff					
Teachers	11.00	22.00	33.00	39.00	45.00
Special Education Teachers	3.00	5.00	8.00	9.00	10.00
Educational Assistants/Aides	7.00	14.00	16.00	17.00	18.00
Elective Teachers	2.00	4.00	7.00	8.00	9.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Instructional FTE	23.00	45.00	64.00	73.00	82.00
Non-Instructional Staff					
Clerical Staff	0.00	0.00	0.00	0.00	0.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	1.50	3.00	3.00	3.00	3.00
Social Workers/Counseling	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	1.00	2.00	3.00	4.00	5.00
Total Non-Instructional FTE	2.50	5.00	6.00	7.00	8.00
Total FTE	28.90	55.58	77.77	87.84	98.87

Mental Health (Sped Admin, Behavioral Specialist)

Counselors

Campus Aides

Green Dot Charter K-8 School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

Compensation Assumptions						
	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
Annual Increase	0.00%	2.00%	2.00%	2.00%	2.00%	
Cumulative Increase	100.00%	102.00%	104.04%	106.12%	108.24%	
Administrative Staff	Base Assumption					Assumption Notes
Principal/School Leader	\$96,000	100,000	199,757	203,752	207,827	\$96K is the average salary across principals and APs
Assistant Principal	\$96,000	85,000	199,757	203,752	311,740	APs likely to be paid more in the \$85K range
Special Education Coordinator	\$70,000	15,735	56,423	62,277	66,275	10% allocation in Year 1
Deans, Directors	\$0	-	-	-	-	
Other (Specify in Assumptions)	\$57,000	57,000	116,280	181,467	185,096	Counselor salary
Total Administrative Compensation		257,735	455,565	651,247	770,938	
Instructional Staff						
Teachers	\$57,000	627,000	1,279,080	1,956,992	2,776,438	
Special Education Teachers	\$57,000	171,000	290,700	474,422	616,986	
Educational Assistants/Aides	\$30,080	210,560	429,542	500,723	586,072	
Elective Teachers	\$57,000	114,000	232,560	415,120	555,288	
Other (Specify in Assumptions)	\$0	-	-	-	-	
Total Instructional Compensation		1,122,560	2,231,882	3,347,258	4,534,784	
Non-Instructional Staff						
Clerical Staff	\$0	-	-	-	-	
Custodial Staff	\$0	-	-	-	-	
Operations	\$48,000	93,535	146,880	149,818	155,870	Average salary of SOM, Office Coordinator and Office Assistant
Social Workers/Counseling	\$50,000	7,500	-	-	-	Parent and Community Engagement Coordinators - 15% in year 1
Other (Specify in Assumptions)	\$35,000	28,672	71,400	109,242	189,426	Campus Aides - presume average salary rises over time
Total Non-Instructional Compensation		129,707	218,280	259,060	345,296	
Teacher Stipends		13,500	30,000	45,000	57,000	Certificated Overtime, Bonuses and Stipends
Classified Stipends		14,649	31,400	47,100	56,121	Classified Overtime, Bonuses and Stipends (includes athletic stipends)
Summer Stipends		4,125	17,659	26,753	34,568	Summer school and Summer Bridge
Substitute Services		24,960	24,960	35,880	45,240	Sub services - period coverage and sick days
Total Compensation		1,567,236	3,009,746	4,394,896	5,843,947	

Green Dot Charter K-8 School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

Employer Benefits & Tax Assumptions

		Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
Social Security Medicare State Unemployment Disability/Life Insurance Workers Compensation Insurance Other Fringe Benefits	Base Assumption						Assumption Notes
	6.20%	\$95,365	\$183,962	\$268,600	\$309,063	\$357,377	
	1.45%	\$22,303	\$43,023	\$62,818	\$72,281	\$83,580	
	\$324	\$7,059	\$18,008	\$25,199	\$28,460	\$32,035	
	0.00%	\$0	\$0	\$0	\$0	\$0	
	0.51%	\$7,845	\$15,132	\$22,095	\$25,423	\$29,397	
	0.00%	\$0	\$0	\$0	\$0	\$0	based on prior GD experience
	Health Insurance						Confirm
	Annual Increase	2.00%	2.00%	3.00%	4.00%	4.00%	
	Cumulative Increase	102.00%	104.04%	107.16%	111.45%	115.91%	
Medical Insurance	\$7,974	\$230,446	\$461,100	\$664,582	\$780,598	\$913,822	
Dental Insurance	\$170	\$4,905	\$9,815	\$14,147	\$16,616	\$19,452	
Vision Insurance	\$56	\$1,628	\$3,258	\$4,695	\$5,515	\$6,456	
TCRS Certified Legacy	10.46%	\$123,766	\$239,315	\$368,755	\$427,775	\$499,638	Does not include summer stipend
TCRS Certified Hybrid	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Classified Legacy	0.00%	\$0	\$0	\$0	\$0	\$0	
TCRS Classified Hybrid	0.00%	\$0	\$0	\$0	\$0	\$0	
Other Classified Retirement	0.00%	\$0	\$0	\$0	\$0	\$0	
Other Retirement	0.00%	\$0	\$0	\$0	\$0	\$0	

Green Dot Charter K-8 School
New Charter School Application Budget Template
Year 1 Budget

Revenue Assumptions

	Year 1
	2020-21
Annual Revenue Increase	0.00%
Cumulative Increase	100.00%

State Revenues**Rate/Assumption****Assumption Notes**

Basic Education Program	\$8,663	\$2,598,900	
BEP Transportation Component	\$0	\$0	
BEP Capital Outlay	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Federal Revenues**Rate/Assumption****Assumption Notes**

Title I	\$718	\$215,400	
Title II	\$36	\$10,800	
Title III	\$0	\$0	
NSLP	\$0	\$0	
E-Rate	\$0	\$0	
CSP Startup Grant	\$535,468	\$535,468	Replication and Expansion Extension
SPED	\$0	\$0	
Other	\$0	\$0	

School Activity Revenues**Rate/Assumption****Assumption Notes**

School Site Fundraising	\$100	\$30,000	HO - Development Team Target / Student
School Site Fundraising - Other	\$1,000	\$1,000	School Site - Field Trips
School Site Fundraising - Supplies	\$10,000	\$10,000	School Site - Merchandise Gear Sales
Other	\$0	\$0	
Other	\$0	\$0	

Fundraising & Philanthropy**Rate/Assumption****Assumption Notes**

Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	

Total Revenues

3,401,568

Compensation

Year 1
2020-21

Administrative Staff**FTE Count****Assumption Notes**

Green Dot Charter K-8 School
New Charter School Application Budget Template
Year 1 Budget

Principal/School Leader	1.00	100,000	
Assistant Principal	1.00	85,000	
Special Education Coordinator	0.40	15,735	
Deans, Directors	0.00	-	
Other (Specify in Assumptions)	1.00	57,000	
Total Administrative Compensation	3.40	257,735	

Instructional Staff

Teachers	11.00	627,000	
Special Education Teachers	3.00	171,000	
Educational Assistants/Aides	7.00	210,560	
Elective Teachers	2.00	114,000	
Other (Specify in Assumptions)	0.00	-	
Total Instructional Compensation	23.00	1,122,560	

Non-Instructional Staff

Clerical Staff	0.00	-	
Custodial Staff	0.00	-	
Operations	1.50	93,535	
Social Workers/Counseling	0.00	7,500	
Other (Specify in Assumptions)	1.00	28,672	
Total Non-Instructional Compensation	2.50	129,707	

Teacher Stipends		13,500	
Classified Stipends		14,649	
Summer Stipends		4,125	
Substitute Services		24,960	

Total Compensation		1,567,236	
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Employer Benefits & Taxes

Year 1
2020-21

Assumption Notes

Social Security	95,365	
Medicare	22,303	
State Unemployment	7,059	
Disability/Life Insurance	-	
Workers Compensation Insurance	7,845	
Other Fringe Benefits	-	
Medical Insurance	230,446	
Dental Insurance	4,905	
Vision Insurance	1,628	
TCRS Certified Legacy	123,766	
TCRS Certified Hybrid	-	
TCRS Classified Legacy	-	
TCRS Classified Hybrid	-	
Other Classified Retirement	-	

Green Dot Charter K-8 School
New Charter School Application Budget Template
Year 1 Budget

Other Retirement

-

Total Employer Benefits & Taxes**493,319****Operating Expenses****Year 1**

2020-21

Contracted Services**Assumption Notes**

Professional Development	Custom	\$7,842	PD - Safe Schools, Elementary Specific PD, Conferences
Financial Services	included in SSF	\$0	
Audit Services	\$2,200	\$2,200	20% (given % of students) of regional cost of auditor (\$11,000)
Legal Fees	included in SSF	\$0	
Copier Lease and Usage	Custom	\$16,698	Copier rental (2 *\$6,649), copier maintenance (~24%)
Internet and Phone Service	\$48,156	\$48,156	Internet access (\$15,460*12*0.25)(presumes eRate covers 75%), content filtering (\$5 / month), telecom (\$135 / month), eFax (\$8 / month)
Cell Phone Service	\$1,512	\$1,512	Cell phones for admin - \$60 / month * 3 admin * presumes eRate covers 30%
Payroll Services	included in SSF	\$0	
Health Services	included in SSF	\$0	
Transportation	\$151,080	\$151,080	General Transportation (2 buses, \$265 / day * 184 days), SPED transportation (1 bus, \$265 / day * 184 days), College Tour Travel (\$1,000)
IT Services	\$0	\$0	
Contracted SPED Services	\$79,393	\$79,392	Health Services - Nursing (\$35 / hour *3.5 hours * 182 days), Youth Villages (\$13,600 annually * 25%), Psych Services (\$65,800 / yr)
Insurance	\$30 per student	\$9,000	
Postal Charges	\$3,413	\$3,413	Postage meter - \$70 / month + postage for student mailers (14 mailers to 300 students) and student recruitment mailers (3 mailers to 300)
Bank Charges	\$1,440	\$1,440	Dunbar deposit pickup - \$120 monthly

Supplies & Materials

Textbooks and Instructional Supplies	\$61,486	\$61,486	Textbooks (\$39k), Manipulatives and Age Specific Supplies (\$10k), Paper for printing open source curriculum (\$35 / box*300 boxes)
Education Software	\$3,714	\$3,714	Iready costs of \$9 / student and Gizmos costs of \$3.38 per student
Student Supplies	\$12,850	\$12,850	Field trips (\$1500) + Binders (\$4.50*300)+ School Merchandise Gear (\$10,000)
Faculty Supplies	\$10,000	\$10,000	Classroom materials and supplies
Library Books	\$0	\$0	
Testing & Evaluation	\$0	\$0	
Student Laptops	\$29,100	\$29,100	(32 devices / cart * 2 carts * \$250 / device) + (2000 / cart * 2 carts) + (15 devices / mini cart * 2 mini carts * \$250 / device) + (800 / mini cart * 2 mini carts * \$250 / device)
Faculty Laptops	\$7,723	\$7,723	Admin laptops (3 admin *1382.69 / admin laptop)+ Staff Chromebooks (\$325 / Chromebook * 11 Chromebooks)
Office Supplies	\$14,000	\$14,000	General Office Supplies
Printing Paper	\$7,243	\$7,243	Paper and Toner and Business Cards ; adjusted based on historical usage
Marketing Materials	\$800	\$800	Initial Banners and Brochures
Student Uniforms	\$0	\$0	
Gifts & Awards - Students	\$500	\$500	Incentive Programs + Field trip
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	

Facility Related Expenses

Rent	\$192,000	\$192,000	Anticipated rental payment for facility anticipated to be \$8 / sq ft * 80 sq ft / student * # of students
Utilities	\$72,000	\$72,000	\$6,000 per month for Memphis Light, Gas & Water (reduced from \$7K per month due to smaller space for incubation)
Custodial	\$44,068	\$44,068	Janitorial contract (\$3,589 monthly) and contingency (\$1,000); removed landscaping and pressure washing due to incubation
Waste	\$5,160	\$5,160	\$430 / month *12 months
Faculty Furniture	\$15,000	\$15,000	Based on startup for Green Dot's other schools
Student Furniture	\$55,000	\$55,000	Based on startup for Green Dot's other schools
Internet/Network Equipment	\$0	\$0	

Green Dot Charter K-8 School
New Charter School Application Budget Template

Year 1 Budget

Other Equipment	\$2,494	\$2,494	Non-educational software: PowerSchool of \$4 / student *300 students, Net Support, Microsoft License and AntiVirus for 11 computers
Building Decorum	\$25,000	\$25,000	Maintenance - prior to school (\$10,000) and during school (\$15,000)
Tenant Improvements	\$17,372	\$17,372	Maintenance - pest control monthly; HVAC, security alarm, and fire alarm every other month; fire extinguisher inspection annually
Shared Service Fee	\$381,388.50	\$381,389	Shared Service Fee of 13.5% on applicable base revenues (BEP, Title I and Title II)
Building Insurance	\$2,640	\$2,640	\$220 / month
Security	\$40,128	\$40,128	Men In Blue contracted support - 1 guard for 8 hours / day * 184 school days + 200 hours of guards for miscellaneous events
Dues and Memberships	\$750	\$750	SACS / Advanced Education Membership
Other	\$0	\$0	
Other Charges			
Staff Recruitment	\$10,000	\$10,000	TFA Recruitment Fee of \$5,000 per placement * 2 placements
Student Recruitment & Community Engagement	\$2,450	\$2,450	Recruitment Shirts (8*150) + Recruitment Event Food (\$250) + Recruitment Photos and Filming (\$1000)
Parent Meetings	\$1,795	\$1,795	Parent events (\$500) and non-school district food for SAC, parent meetings, student recruitment, etc. (\$2,589 *0.5)
Staff Meetings	\$2,240	\$2,240	Summer and mid-year retreats (\$40 / person * 28 people * 2 retreats / year)
District Oversight Fees	\$77,967	\$77,967	District Oversight Fee - based on TN DOE 3% of BEP
Debt Service			
Interest	\$0	\$0	Removed given that we anticipate leasing in the first two years
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Other	\$0	\$0	
Total Operating Expenses		1,415,601	
Total Expenses		3,476,156	

Green Dot Charter K-8 School
New Charter School Application Budget Template
Year 1 Cash Flow

Cash Flow Summary

	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Beginning Cash	0	0	92,086	154,519	303,089	261,242	234,087	249,407	222,252	195,097	224,442	197,237	(89,858)	
Revenues														
State Revenues	2,598,900	-	259,890	259,890	259,890	259,890	259,890	259,890	259,890	259,890	-	259,890	2,598,900	-
Federal Revenues	761,668	267,734	133,867	190,417	-	-	56,550	-	-	56,550	-	56,550	761,668	-
School Activity Revenues	41,000	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	3,417	41,000	-
Fundraising & Philanthropy	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	3,401,568	271,151	397,174	453,724	263,307	263,307	319,857	263,307	263,307	319,857	263,307	3,417	319,857	3,401,568
Expenses														
Staffing	1,567,236	21,478	141,714	137,589	137,589	137,589	151,664	137,589	137,589	137,589	137,589	137,589	151,664	1,567,236
Employer Benefits & Taxes	493,319	21,213	42,919	42,919	42,919	42,919	42,919	42,919	42,919	42,919	42,919	42,919	42,919	493,319
Contracted Services	320,733	14,138	27,872	27,872	27,872	27,872	27,872	27,872	27,872	27,872	27,872	27,872	27,872	320,733
Supplies & Materials	147,416	22,062	22,062	22,062	22,062	7,371	7,371	7,371	7,371	7,421	7,421	7,421	7,421	147,416
Facility-Related Expenses	853,001	90,228	90,228	67,255	67,255	67,255	67,255	67,255	67,255	67,255	67,255	67,255	67,255	853,001
Other Charges	94,452	9,946	9,946	7,456	7,456	7,456	7,456	7,456	7,456	7,456	7,456	7,456	7,456	94,452
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	3,476,156	179,064	334,742	305,153	305,153	290,462	304,536	290,462	290,462	290,512	290,512	290,512	304,586	3,476,156
Operating Income (Loss)	(74,588)	92,086	62,432	148,570	(41,847)	(27,155)	15,320	(27,155)	(27,155)	29,345	(27,205)	(287,095)	15,270	(74,588)
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	92,086	154,519	303,089	261,242	234,087	249,407	222,252	195,097	224,442	197,237	(89,858)	(74,588)		

Green Dot Charter K-8 School
New Charter School Application Budget Template
Year 1 Cash Flow

Details of Cash Flow															
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Revenues															
Revenues															
Assumption Notes															
Assumption Notes															
State Revenues															
Basic Education Program	2,598,900	0	\$259,890	\$259,890	\$259,890	\$259,890	\$259,890	\$259,890	\$259,890	\$259,890	\$0	\$259,890	2,598,900	-	-
BEP Transportation Component	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
BEP Capital Outlay	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Federal Revenues															
Title I	215,400	\$0	\$0	\$53,850	\$0	\$0	\$53,850	\$0	\$0	\$53,850	\$0	\$0	\$53,850	215,400	-
Title II	10,800	\$0	\$0	\$2,700	\$0	\$0	\$2,700	\$0	\$0	\$2,700	\$0	\$0	\$2,700	10,800	-
Title III	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
NSLP	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
E-Rate	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
CSP Startup Grant	535,468	\$267,734	\$133,867	\$133,867	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	535,468	-	-
SPED	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
School Activity Revenues															
School Site Fundraising	30,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	30,000	-	-
School Site Fundraising - Other	1,000	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	1,000	-	-
School Site Fundraising - Supplies	10,000	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	10,000	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Fundraising & Philanthropy															
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	-
Total Revenues	3,401,568	271,151	397,174	453,724	263,307	263,307	319,857	263,307	263,307	319,857	263,307	3,417	319,857	3,401,568	-

Attachment O: Planning and Budget Worksheet

Green Dot Charter K-8 School
New Charter School Application Budget Template
Year 1 Cash Flow

Compensation															
Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
															Assumption Notes
Compensation															
Principal/School Leader	100,000	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	100,000	-	
Assistant Principal	85,000	\$7,083	\$7,083	\$7,083	\$7,083	\$7,083	\$7,083	\$7,083	\$7,083	\$7,083	\$7,083	\$7,083	85,000	-	
Special Education Coordinator	15,735	\$1,311	\$1,311	\$1,311	\$1,311	\$1,311	\$1,311	\$1,311	\$1,311	\$1,311	\$1,311	\$1,311	15,735	-	
Deans, Directors	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other (Specify in Assumptions)	57,000	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	57,000	-	
Total Administrative Compensation	257,735	21,478	21,478	21,478	21,478	21,478	21,478	21,478	21,478	21,478	21,478	21,478	257,735	-	
Instructional Staff															
Teachers	627,000	\$0	\$57,000	\$57,000	\$57,000	\$57,000	\$57,000	\$57,000	\$57,000	\$57,000	\$57,000	\$57,000	627,000	-	
Special Education Teachers	171,000	\$0	\$15,545	\$15,545	\$15,545	\$15,545	\$15,545	\$15,545	\$15,545	\$15,545	\$15,545	\$15,545	171,000	-	
Educational Assistants/Aides	210,560	\$0	\$19,142	\$19,142	\$19,142	\$19,142	\$19,142	\$19,142	\$19,142	\$19,142	\$19,142	\$19,142	210,560	-	
Elective Teachers	114,000	\$0	\$10,364	\$10,364	\$10,364	\$10,364	\$10,364	\$10,364	\$10,364	\$10,364	\$10,364	\$10,364	114,000	-	
Other (Specify in Assumptions)	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Instructional Compensation	1,122,560	-	102,051	102,051	102,051	102,051	102,051	102,051	102,051	102,051	102,051	102,051	1,122,560	-	
Non-Instructional Staff															
Clerical Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Custodial Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Operations	93,535	\$0	\$8,503	\$8,503	\$8,503	\$8,503	\$8,503	\$8,503	\$8,503	\$8,503	\$8,503	\$8,503	93,535	-	
Social Workers/Counseling	7,500	\$0	\$682	\$682	\$682	\$682	\$682	\$682	\$682	\$682	\$682	\$682	7,500	-	
Other (Specify in Assumptions)	28,672	\$0	\$2,607	\$2,607	\$2,607	\$2,607	\$2,607	\$2,607	\$2,607	\$2,607	\$2,607	\$2,607	28,672	-	
Total Non-Instructional Compensation	129,707	-	11,792	11,792	11,792	11,792	11,792	11,792	11,792	11,792	11,792	11,792	129,707	-	
Teacher Stipends	13,500	\$0	\$0	\$0	\$0	\$0	\$6,750	\$0	\$0	\$0	\$0	\$6,750	13,500	-	
Classified Stipends	14,649	\$0	\$0	\$0	\$0	\$0	\$7,325	\$0	\$0	\$0	\$0	\$7,325	14,649	-	
Summer Stipends	4,125	\$0	\$4,125	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	4,125	-	
Substitute Services	24,960	\$0	\$2,269	\$2,269	\$2,269	\$2,269	\$2,269	\$2,269	\$2,269	\$2,269	\$2,269	\$2,269	24,960	-	
Total Compensation	1,567,236	21,478	141,714	137,589	137,589	137,589	151,664	137,589	137,589	137,589	137,589	151,664	1,567,236	-	
Employer Benefits & Taxes															
Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21	Year 1 2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
															Assumption Notes
Social Security	95,365	\$4,101	\$8,297	\$8,297	\$8,297	\$8,297	\$8,297	\$8,297	\$8,297	\$8,297	\$8,297	\$8,297	95,365	-	
Medicare	22,303	\$959	\$1,940	\$1,940	\$1,940	\$1,940	\$1,940	\$1,940	\$1,940	\$1,940	\$1,940	\$1,940	22,303	-	
State Unemployment	7,059	\$304	\$614	\$614	\$614	\$614	\$614	\$614	\$614	\$614	\$614	\$614	7,059	-	
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Workers Compensation Insurance	7,845	\$337	\$682	\$682	\$682	\$682	\$682	\$682	\$682	\$682	\$682	\$682	7,845	-	
Other Fringe Benefits	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Medical Insurance	230,446	\$9,909	\$20,049	\$20,049	\$20,049	\$20,049	\$20,049	\$20,049	\$20,049	\$20,049	\$20,049	\$20,049	230,446	-	
Dental Insurance	4,905	\$211	\$427	\$427	\$427	\$427	\$427	\$427	\$427	\$427	\$427	\$427	4,905	-	
Vision Insurance	1,628	\$70	\$142	\$142	\$142	\$142	\$142	\$142	\$142	\$142	\$142	\$142	1,628	-	
TCRS Certified Legacy	123,766	\$5,322	\$10,768	\$10,768	\$10,768	\$10,768	\$10,768	\$10,768	\$10,768	\$10,768	\$10,768	\$10,768	123,766	-	
TCRS Certified Hybrid	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
TCRS Classified Legacy	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
TCRS Classified Hybrid	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Classified Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Other Retirement	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Total Employer Benefits & Taxes	493,319	21,213	42,919	42,919	42,919	42,919	42,919	42,919	42,919	42,919	42,919	42,919	493,319	-	

Attachment O: Planning and Budget Worksheet

Green Dot Charter K-8 School
New Charter School Application Budget Template
Year 1 Cash Flow

Operating Expenses														
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Contracted Services														
Professional Development	7,842	\$654	\$654	\$654	\$654	\$654	\$654	\$654	\$654	\$654	\$654	\$654	7,842	- Professional Development
Financial Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Financial Services
Audit Services	2,200	\$183	\$183	\$183	\$183	\$183	\$183	\$183	\$183	\$183	\$183	\$183	2,200	- Audit Services
Legal Fees	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Legal Fees
Copier Lease and Usage	16,698	\$1,392	\$1,392	\$1,392	\$1,392	\$1,392	\$1,392	\$1,392	\$1,392	\$1,392	\$1,392	\$1,392	16,698	- Copier Lease and Usage
Internet and Phone Service	48,156	\$4,013	\$4,013	\$4,013	\$4,013	\$4,013	\$4,013	\$4,013	\$4,013	\$4,013	\$4,013	\$4,013	48,156	- Internet and Phone Service
Cell Phone Service	1,512	\$126	\$126	\$126	\$126	\$126	\$126	\$126	\$126	\$126	\$126	\$126	1,512	- Cell Phone Service
Payroll Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Payroll Services
Health Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Health Services
Transportation	151,080	\$0	\$13,735	\$13,735	\$13,735	\$13,735	\$13,735	\$13,735	\$13,735	\$13,735	\$13,735	\$13,735	151,080	- Transportation
IT Services	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- IT Services
Contracted SPED Services	79,392	\$6,616	\$6,616	\$6,616	\$6,616	\$6,616	\$6,616	\$6,616	\$6,616	\$6,616	\$6,616	\$6,616	79,392	- Contracted SPED Services
Insurance	9,000	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	9,000	- Insurance
Postal Charges	3,413	\$284	\$284	\$284	\$284	\$284	\$284	\$284	\$284	\$284	\$284	\$284	3,413	- Postal Charges
Bank Charges	1,440	\$120	\$120	\$120	\$120	\$120	\$120	\$120	\$120	\$120	\$120	\$120	1,440	- Bank Charges
Supplies & Materials														
Textbooks and Instructional Supplies	61,486	\$9,223	\$9,223	\$9,223	\$9,223	\$3,074	\$3,074	\$3,074	\$3,074	\$3,074	\$3,074	\$3,074	61,486	- Textbooks and Instructional Supplies
Education Software	3,714	\$557	\$557	\$557	\$557	\$186	\$186	\$186	\$186	\$186	\$186	\$186	3,714	- Education Software
Student Supplies	12,850	\$1,928	\$1,928	\$1,928	\$1,928	\$643	\$643	\$643	\$643	\$643	\$643	\$643	12,850	- Student Supplies
Faculty Supplies	10,000	\$1,500	\$1,500	\$1,500	\$1,500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	10,000	- Faculty Supplies
Library Books	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Library Books
Testing & Evaluation	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Testing & Evaluation
Student Laptops	29,100	\$4,365	\$4,365	\$4,365	\$4,365	\$1,455	\$1,455	\$1,455	\$1,455	\$1,455	\$1,455	\$1,455	29,100	- Student Laptops
Faculty Laptops	7,723	\$1,158	\$1,158	\$1,158	\$1,158	\$386	\$386	\$386	\$386	\$386	\$386	\$386	7,723	- Faculty Laptops
Office Supplies	14,000	\$2,100	\$2,100	\$2,100	\$2,100	\$700	\$700	\$700	\$700	\$700	\$700	\$700	14,000	- Office Supplies
Printing Paper	7,243	\$1,086	\$1,086	\$1,086	\$1,086	\$362	\$362	\$362	\$362	\$362	\$362	\$362	7,243	- Printing Paper
Marketing Materials	800	\$120	\$120	\$120	\$120	\$40	\$40	\$40	\$40	\$40	\$40	\$40	800	- Marketing Materials
Student Uniforms	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Student Uniforms
Gifts & Awards - Students	500	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	\$25	500	- Gifts & Awards - Students
Gifts & Awards - Teachers and Staff	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Gifts & Awards - Teachers and Staff
Health Supplies	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	- Health Supplies

Attachment O: Planning and Budget Worksheet

Green Dot Charter K-8 School
New Charter School Application Budget Template
Year 1 Cash Flow

Facility Related Expenses

Rent	192,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	192,000	-	Rent
Utilities	72,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	72,000	-	Utilities
Custodial	44,068	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	\$3,672	44,068	-	Custodial
Waste	5,160	\$430	\$430	\$430	\$430	\$430	\$430	\$430	\$430	\$430	\$430	\$430	\$430	5,160	-	Waste
Faculty Furniture	15,000	\$3,750	\$3,750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	15,000	-	Faculty Furniture
Student Furniture	55,000	\$13,750	\$13,750	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750	55,000	-	Student Furniture
Internet/Network Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Internet/Network Equipment
Other Equipment	2,494	\$624	\$624	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	2,494	-	Other Equipment
Building Decorum	25,000	\$6,250	\$6,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	25,000	-	Building Decorum
Tenant Improvements	17,372	\$4,343	\$4,343	\$869	\$869	\$869	\$869	\$869	\$869	\$869	\$869	\$869	\$869	17,372	-	Tenant Improvements
Shared Service Fee	381,389	\$31,782	\$31,782	\$31,782	\$31,782	\$31,782	\$31,782	\$31,782	\$31,782	\$31,782	\$31,782	\$31,782	\$31,782	381,389	-	Other
Building Insurance	2,640	\$220	\$220	\$220	\$220	\$220	\$220	\$220	\$220	\$220	\$220	\$220	\$220	2,640	-	Other
Security	40,128	\$3,344	\$3,344	\$3,344	\$3,344	\$3,344	\$3,344	\$3,344	\$3,344	\$3,344	\$3,344	\$3,344	\$3,344	40,128	-	Other
Dues and Memberships	750	\$63	\$63	\$63	\$63	\$63	\$63	\$63	\$63	\$63	\$63	\$63	\$63	750	-	Other
Other	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Other

Other Charges

Staff Recruitment	10,000	\$2,500	\$2,500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	10,000	-	Staff Recruitment
Student Recruitment & Community Eng	2,450	\$613	\$613	\$123	\$123	\$123	\$123	\$123	\$123	\$123	\$123	\$123	\$123	2,450	-	Student Recruitment & Community Engagement
Parent Meetings	1,795	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	1,795	-	Parent Meetings
Staff Meetings	2,240	\$187	\$187	\$187	\$187	\$187	\$187	\$187	\$187	\$187	\$187	\$187	\$187	2,240	-	Staff Meetings
District Oversight Fees	77,967	\$6,497	\$6,497	\$6,497	\$6,497	\$6,497	\$6,497	\$6,497	\$6,497	\$6,497	\$6,497	\$6,497	\$6,497	77,967	-	Other

Debt Service

Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Total Operating Expenses	1,415,601	136,374	150,108	124,645	124,645	109,954	109,954	109,954	109,954	110,004	110,004	110,004	110,004	1,415,601	-
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Total Expenses	3,476,156	179,064	334,742	305,153	305,153	290,462	304,536	290,462	290,462	290,512	290,512	290,512	304,586	3,476,156	-
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Green Dot Charter K-8 School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Revenue Assumptions

		Year 1	Year 2	Year 3	Year 4	Year 5	
		2020-21	2021-22	2022-23	2023-24	2024-25	
Annual Revenue Increase		0.00%	2.00%	2.00%	2.00%	2.00%	
Cumulative Increase	100.00%		102.00%	104.04%	106.12%	108.24%	
Other Revenue Increase			1.00%	1.00%	1.00%	1.00%	
Cumulative Increase	100.00%		101.00%	102.01%	103.03%	104.06%	
Enrollment Growth Rate			100.00%	50.00%	13.33%	11.76%	
State Revenues	Assumption						Assumption Notes
Basic Education Program	\$8,663	2,598,900	\$5,301,756	\$8,111,687	\$9,377,110	\$10,689,905	Per student, grows at 2% annually, per DOE guidance (charters in SCS providing transportation)
BEP Transportation Component	\$0	-	\$0	\$0	\$0	\$0	Embedded in BEP rate per DOE guidance (charters in SCS providing transportation)
BEP Capital Outlay	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Federal Revenues							
Title I	\$718	215,400	\$435,108	\$659,189	\$754,551	\$851,755	Per student, grows at 1% annually, based on prior GD experience
Title II	\$36	10,800	\$21,816	\$33,051	\$37,833	\$42,706	Per student, grows at 1% annually, based on prior GD experience
Title III	\$0	-	\$0	\$0	\$0	\$0	
NSLP	\$0	-	\$0	\$0	\$0	\$0	
E-Rate	\$0	-	\$0	\$0	\$0	\$0	
CSP Startup Grant	\$535,468	535,468	\$0	\$0	\$0	\$0	Assume CSP startup in Pre-Opening Year or Year 1 only
SPED	\$227	-	\$137,714	\$208,636	\$238,819	\$269,584	Per student, grows at 1% annually, based on prior GD experience
Other	\$0	-	\$0	\$0	\$0	\$0	
School Activity Revenues							
School Site Fundraising	\$100	30,000	\$60,000	\$90,000	\$102,000	\$114,000	Per student, raised by HO development team
School Site Fundraising - Other	\$35	1,000	\$21,210	\$32,133	\$36,782	\$41,520	Per student, for field trips, grows at 1% annually to cover increasing costs
School Site Fundraising - Supplies	\$10,000	10,000	\$20,200	\$30,909	\$36,092	\$41,976	Merchandise gear growing at enrollment growth rate
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Fundraising & Philanthropy							
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Other	\$0	-	\$0	\$0	\$0	\$0	
Total Revenues		3,401,568	5,997,804	9,165,605	10,583,186	12,051,447	

Green Dot Charter K-8 School
New Charter School Application Budget Template
Year 2 Through 5 Budget

Compensation

	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
Administrative Staff						Assumption Notes
Principal/School Leader	100,000	102,000	199,757	203,752	207,827	
Assistant Principal	85,000	195,840	199,757	203,752	311,740	
Special Education Coordinator	15,735	41,445	56,423	62,277	66,275	
Deans, Directors	-	-	-	-	-	
Other (Specify in Assumptions)	57,000	116,280	177,908	181,467	185,096	
Total Administrative Compensation	257,735	455,565	633,845	651,247	770,938	
Instructional Staff						
Teachers	627,000	1,279,080	1,956,992	2,359,065	2,776,438	
Special Education Teachers	171,000	290,700	474,422	544,400	616,986	
Educational Assistants/Aides	210,560	429,542	500,723	542,659	586,072	
Elective Teachers	114,000	232,560	415,120	483,911	555,288	
Other (Specify in Assumptions)	-	-	-	-	-	
Total Instructional Compensation	1,122,560	2,231,882	3,347,258	3,930,035	4,534,784	
Non-Instructional Staff						
Clerical Staff	-	-	-	-	-	
Custodial Staff	-	-	-	-	-	
Operations	93,535	146,880	149,818	152,814	155,870	
Social Workers/Counseling	7,500	-	-	-	-	
Other (Specify in Assumptions)	28,672	71,400	109,242	148,569	189,426	
Total Non-Instructional Compensation	129,707	218,280	259,060	301,383	345,296	
Teacher Stipends	13,500	30,000	45,000	51,000	57,000	
Classified Stipends	14,649	31,400	47,100	51,216	56,121	
Summer Stipends	4,125	17,659	26,753	30,623	34,568	
Substitute Services	24,960	24,960	35,880	45,240	45,240	
Total Compensation	1,567,236	3,009,746	4,394,896	5,060,745	5,843,947	

Green Dot Charter K-8 School New Charter School Application Budget Template Year 2 Through 5 Budget Employer Benefits & Taxes					
	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
Social Security	95,365	183,962	268,600	309,063	357,377
Medicare	22,303	43,023	62,818	72,281	83,580
State Unemployment	7,059	18,008	25,199	28,460	32,035
Disability/Life Insurance	-	-	-	-	-
Workers Compensation Insurance	7,845	15,132	22,095	25,423	29,397
Other Fringe Benefits	-	-	-	-	-
Medical Insurance	230,446	461,100	664,582	780,598	913,822
Dental Insurance	4,905	5,004	5,154	5,360	5,574
Vision Insurance	1,628	1,661	1,710	1,779	1,850
TCRS Certified Legacy	123,766	239,315	368,755	427,775	499,638
TCRS Certified Hybrid	-	-	-	-	-
TCRS Classified Legacy	-	-	-	-	-
TCRS Classified Hybrid	-	-	-	-	-
Other Classified Retirement	-	-	-	-	-
Other Retirement	-	-	-	-	-
Total Employer Benefits & Taxes	493,319	967,204	1,418,912	1,650,737	1,923,273

Assumption Notes

Green Dot Charter K-8 School New Charter School Application Budget Template Year 2 Through 5 Budget							
Operating Expenses							
Annual Expense Increase	Year 1	Year 2	Year 3	Year 4	Year 5		
	2020-21	2021-22	2022-23	2023-24	2024-25		
	0.00%	2.00%	2.00%	2.00%	2.00%		
Cumulative Increase	100.00%	102.00%	104.04%	106.12%	108.24%		
Assumption Notes							
Contracted Services	Custom	7,842	\$8,032	\$10,180	\$11,280	\$12,423	Safe Schools + Elementary Specific PD + Elementary Specific Conference - grows at Enrollment Growth Rate for the 1st 2 years
Professional Development	included in SSF	-	\$0	\$0	\$0	\$0	Included in SSF
Financial Services	\$2,200	2,200	\$4,400	\$4,620	\$4,851	\$5,094	Grows at enrollment growth rate for 1st year and then 5% afterwards
Audit Services	included in SSF	-	\$0	\$0	\$0	\$0	Included in SSF
Legal Fees	Custom	16,698	\$26,698	\$26,698	\$16,698	\$17,032	Additional \$10K in investment in first two years; this goes away and then costs grow at 2% annually
Copier Lease and Usage	\$48,156	48,156	\$49,119	\$50,101	\$51,103	\$52,125	Grows at 2% annually
Internet and Phone Service	\$1,512	1,512	\$1,542	\$1,573	\$1,605	\$1,637	Grows at 2% annually
Cell Phone Service	included in SSF	-	\$0	\$0	\$0	\$0	Included in SSF
Payroll Services	included in SSF	-	\$0	\$0	\$0	\$0	Included in SSF
Health Services	\$151,080	151,080	\$223,421	\$290,109	\$301,005	\$312,221	Adds 1 bus in Years 2 and Years 3 and 2% cost growth + 40 / student in special event buses (and 2% cost growth annually)
Transportation	\$0	-	\$0	\$0	\$0	\$0	Included in SSF
IT Services	\$79,393	79,392	\$158,785	\$166,724	\$175,060	\$183,813	Grows at enrollment growth rate for 1st year and then 5% afterwards
Contracted SPED Services	\$30	9,000	\$18,360	\$28,091	\$32,473	\$37,019	\$30 / student + 2% cost growth annually
Insurance	\$5	3,413	\$3,900	\$5,522	\$6,252	\$7,027	\$5 / student + 2% cost growth annually
Postal Charges	\$1,440	1,440	\$2,880	\$3,024	\$3,175	\$3,334	Grows at enrollment growth rate for 1st year and then 5% afterwards
Bank Charges							
Supplies & Materials		204.95	104.89	72.02	65.07	59.61	
Textbooks and Instructional Supplies	\$61,486	61,486	\$62,934	\$64,817	\$66,368	\$67,955	Grows at 2% annually + Thinking Maps at \$2 / student and 2% annually
Education Software	\$12	3,714	\$7,577	\$11,592	\$13,401	\$15,277	Grows per student and 2% annually
Student Supplies	\$33	12,850	\$20,139	\$30,813	\$35,620	\$40,606	Grows per student and 2% annually
Faculty Supplies	\$26	10,000	\$15,673	\$23,980	\$27,721	\$31,602	Grows per student and 2% annually
Library Books	NA	-	\$0	\$0	\$0	\$0	NA
Testing & Evaluation	\$25	-	\$15,300	\$23,409	\$27,061	\$30,849	Grows per student and 2% annually
Student Laptops	\$29,100	29,100	\$33,592	\$38,751	\$17,217	\$19,627	Initial startup investment of \$24,000 in Y1, Y2 and Y3 + \$15.91 per student growing at 2% annually
Faculty Laptops	\$7,723	7,723	\$8,648	\$9,976	\$4,432	\$5,053	Initial startup investment of \$6,000 in Y1, Y2, Y3 + \$4.10 per student growing at 2% annually
Office Supplies	\$36	14,000	\$21,940	\$33,569	\$38,805	\$44,238	Grows on a per student basis of \$35.81 after startup (and costs grow 2% annually)
Printing Paper	\$27	7,243	\$16,534	\$25,297	\$29,243	\$33,337	Grows on a per student basis of \$27.02 after startup (and costs grow 2% annually)
Marketing Materials	\$3	800	\$1,826	\$2,794	\$3,230	\$3,682	Banners and Brochures - grow at per student rate of \$2.98 and 2% annually
Student Uniforms	NA	-	\$0	\$0	\$0	\$0	Covered in student recruitment (shirts) and student supplies (school merchandise gear)
Gifts & Awards - Students	\$1	500	\$783	\$1,199	\$1,386	\$1,579	Grows per student and 2% annually
Gifts & Awards - Teachers and Staff	NA	-	\$0	\$0	\$0	\$0	
Health Supplies	NA	-	\$0	\$0	\$0	\$0	Included as part of service contracts and broader materials and supplies

Attachment O: Planning and Budget Worksheet

Green Dot Charter K-8 School New Charter School Application Budget Template Year 2 Through 5 Budget							
Facility Related Expenses							
Rent	Custom	192,000	\$384,000	\$168,000	\$168,000	\$168,000	Yrs 1 and 2 = \$8 / sq ft *80 sq ft / student * students; Yr 3 + = land payment of \$14k monthly
Utilities	Custom	72,000	\$75,600	\$88,200	\$92,610	\$97,241	Starts at \$6K per month in Yr 1 and 2 (incubation) with a 5% increase in Yr 2; moves to \$7K per year and grows at 5% annually
Custodial	\$150	44,068	\$95,880	\$144,616	\$144,616	\$144,616	Grows at a per student rate + 2% annually + janitorial materials and supplies; caps at \$145K
Waste	\$5,160	5,160	\$5,418	\$5,689	\$5,973	\$6,272	Grows at 5% annually
Faculty Furniture	\$15,000	15,000	\$15,000	\$15,000	\$0	\$0	Continued investments until school phases in
Student Furniture	\$55,000	55,000	\$61,120	\$64,364	\$10,824	\$12,340	Continued investments until school phases in plus an investment in athletic equipment at \$10 per student that grows at 2% a
Internet/Network Equipment	NA	-	\$0	\$0	\$0	\$0	Included elsewhere
Other Equipment	\$11	2,494	\$6,732	\$10,300	\$11,907	\$13,574	Grows at \$11 / student and 2% annually
Building Decorum	\$100	25,000	\$61,200	\$93,636	\$108,243	\$123,397	Grows at \$100 / student and 2% annually
Tenant Improvements	\$60	17,372	\$36,720	\$38,556	\$40,484	\$42,508	Grows at \$60 / student for first two years and then at 5% annually afterwards
Shared Service Fee	13.5%	381,389	\$796,013	\$1,216,696	\$1,405,122	\$1,600,283	Grows with revenue
Building Insurance	\$ 5	2,640	\$3,060	\$4,682	\$5,412	\$6,170	Grows at \$5 / student and 2% annually
Security	\$131	40,128	\$78,582	\$82,511	\$86,637	\$90,968	Grows with enrollment growth in first year and then at 5% annually
Dues and Memberships	\$3	750	\$1,836	\$2,809	\$3,247	\$3,702	Grows at \$3 per student and 2% annually
Other	NA	-	\$0	\$0	\$0	\$0	NA
Other Charges							
Staff Recruitment	Custom	10,000	20,000	21,000	22,050	23,153	Grows at enrollment growth and then 5% annually
Student Recruitment & Community Engagement	Custom	2,450	4,247	5,537	6,179	6,845	Shirts and Food for Events grow at per student cost and 2% annually; filming grows at enrollment growth rate for 1st year and
Parent Meetings	\$4	1,795	2,679	4,098	4,738	5,401	Grows at a per student amount and 2% annually
Staff Meetings	\$5	2,240	3,279	5,017	5,800	6,612	Grows at a per student amount and 2% annually
District Oversight Fees	3%	77,967	159,053	243,351	281,313	320,697	3% of BEP
Debt Service							
Interest	Custom	-	-	388,509	388,509	388,509	Interest payment calculator
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Other	\$0	-	-	-	-	-	
Total Operating Expenses		1,415,601	2,512,501	3,455,409	3,659,648	3,985,817	
Total Expenses		3,476,156	6,489,451	9,269,217	10,371,130	11,753,036	

Green Dot Charter K-8 School
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary

Revenue Assumptions

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Starting Fund Balance	-	0	(74,588)	(566,235)	(669,847)	(457,791)
State Revenues	-	2,598,900	5,301,756	8,111,687	9,377,110	10,689,905
Federal Revenues	241,310	761,668	594,638	900,876	1,031,203	1,164,046
School Activity Revenues	-	41,000	101,410	153,042	174,873	197,496
Fundraising & Philanthropy	-	-	-	-	-	-
Total Revenues	241,310	3,401,568	5,997,804	9,165,605	10,583,186	12,051,447
Staffing	109,395	1,567,236	3,009,746	4,394,896	5,060,745	5,843,947
Employer Benefits & Taxes	21,959	493,319	967,204	1,418,912	1,650,737	1,923,273
Contracted Services	8,000	320,733	497,136	586,642	603,502	631,724
Supplies & Materials	64,456	147,416	204,946	266,196	264,482	293,805
Facility-Related Expenses	37,500	853,001	1,621,161	1,935,058	2,083,076	2,309,071
Other Charges	-	94,452	189,257	279,003	320,079	362,708
Debt Service	-	-	-	388,509	388,509	388,509
Total Expenses	241,310	3,476,156	6,489,451	9,269,217	10,371,130	11,753,036
Net Income	0	(74,588)	(491,647)	(103,612)	212,056	298,410
Ending Fund Balance	0	(74,588)	(566,235)	(669,847)	(457,791)	(159,381)

3.2 Budget Narrative submitted as Attachment P

a) Compliance

The Green Dot Public Schools National Finance & Accounting (F&A) department supports the financial management of all Green Dot Public Schools. Serving Green Dot schools for over 19 years, the F&A department has a successful track record in implementing and executing on the administrative/business operations listed below:

- Compliance with state and federal regulations for anticipated funding: Private funding, BEP, Safe Schools, Special Education, Title I, Title II, 21st Century, Replication & Expansion, and the School Improvement Grant
- Preparation of the annual budget in alignment with the educational objectives
- Set-up and implementation of fiscal control policies and procedures across the organization including commonly accepted accounting practices, checking account, adequate payroll procedures, organizational chart, procedures for the creation and review of monthly financial reports, internal control procedures for cash receipts, cash disbursements and purchases, maintenance of capital asset registers and financial procedures
- Set-up and assistance for administration of human resources including payroll process
- Interfacing with district, county & state in matters relating to fiscal affairs, reporting, audits & accountability
- Attendance accounting and reporting controls
- All accounting services including establishing a chart of accounts
- Preparation for the annual audit
- Compliance with applicable record keeping requirements
- Compliance with asset inventory policies

b) Alignment to academic model

The proposed budget was designed to match the Green Dot model, which is designed to drive student achievement. As a result, GDPST has planned for a relatively small school experience where adults know every student's name (at least within the elementary grades and the middle grades). The majority of the school investments are in personnel given that quality teaching and instruction is one of the four major pillars of Green Dot's work. Given Green Dot's commitment to serving all students, the Green Dot Charter K-8 budget includes personnel supports and contracted services to ensure SPED students and at-risk students are well-served. In addition, the Green Dot Charter K-8 budget has investments in rigorous curriculum, intervention programs, technology access for students, counseling supports, and college tours as part of college-going culture and high expectations for all. From a promoting leadership and life skills perspective, GDPST has planned for longer-term investments in an athletics program for the middle school and after school programming for all students (pending successful fundraising). Lastly, as part of eliminating barriers to learning, GDPST has planned for investments in psychological and clinical services as needed. Overall the Green Dot model is heavily focused on getting as many resources to students as possible, with a relatively lean overhead and a facilities plan that ensures dollars drive to the classroom first and foremost.

c) Student Enrollment and BEP Projections

Green Dot Charter K-8 School will serve students in grades kindergarten through eighth. Starting school year 2020-2021, the school will matriculate approximately 120 kindergarten and 180 sixth grade students. The following year the school will launch both a 1st and 7th grade and the school will reach full capacity by 2025-2026. K-5 grade levels will have a projected enrollment of 120, and 6-8 grade levels will receive 180 students. At full enrollment, Green Dot Charter K-8 will serve approximately 1,260 students. See Section 3.2j for additional details about our contingency plan should student recruitment be challenging.

BEP and other revenue projections used are based on information provided by Shelby County Schools and the TN Department of Education.

Based on this guidance, GDPST used the per pupil allocation for Shelby County applicants providing transportation of \$8663 per student, \$718 per student for Title I funds, \$36 per student for Title II funds and \$227 per student for

special education costs. These estimates were either given the TN Department of Education or are based on the experience of existing GDPST schools.

d) Other Revenue Sources

In addition to the federal, state, and local funds calculated based on enrollment assumptions and funding levels provided by SCS, GDPST anticipates the need to fundraise additional money to operate the school in Year 0 and its start-up years before the school reaches maturity. Green Dot has secured Replication and Expansion funds for new schools through 2018-2019. Green Dot is in the process of working with the Department of Education to extend this grant through Fall 2020 and we expect to be granted a no cost extension. This would enable us to cover at least ~\$250K in planning year costs for Green Dot Charter K-8, which will help fund the school for planning year personnel costs and start-up expenses, such as furniture and technology. Green Dot would seek approval for an additional extension of the grant to cover ~\$500K of the Green Dot Charter K-8's costs in Year 1. See Section 3.3b for additional details on Green Dot's development plan.

GDPST has already been approved for e-Rate discounts at the highest rate and will be able to apply those discounts to Green Dot Charter K-8 as well. Lastly, GDPST has budgeted for some merchandise gear sales. These grow at the enrollment growth cost and are offset by school merchandise gear costs within student supplies. Green Dot has not included potential government grants that we will pursue in the future.

e) Anticipated Expenditures

Personnel Expense Assumptions

Personnel expenses are the largest anticipated expense comprising of approximately two-thirds of the school's expenses on an annual basis. The specific positions and number of positions for each position are listed below as well as in the budget workbook. Staffing is based on research on peer school K-5 models and Green Dot's experience in middle schools since 2010. Personnel are key in implementing Green Dot's theory of action – additional ELA and math teachers allow for smaller class sizes, 3 counselors ensure students are receiving the appropriate attention to apply for colleges, financial aid, and scholarships; 5 administrators allow for focused instructional leadership at the school. However, Green Dot recognizes each school may have different needs and the staffing model may be adjusted based on the anticipated needs of the targeted student population.

	Year 1	Year 2	Year 3	Year 4	Year 5
Teachers	16	31	48	56	64
Administrators	2	3	4	4	5
Counselors	1	2	3	3	3
School Ops Manager	1	1	1	1	1
Office Assistant	0	1	1	1	1
Office Coordinator	0.5	1	1	1	1
Campus Aide	1	2	3	4	5
Instructional Aide (SPED/EL)	7	14	16	17	18
SPED Admin and Behavioral Specialist	0.4	0.58	0.77	0.84	0.87
Total Employees	27.9	54.58	76.77	86.84	98.87
English	3.25	6.50	10.00	11.50	13.00
Math	3.25	6.50	9.00	10.50	12.00
Science	2.25	4.50	7.00	8.50	10.00
Social Studies	2.25	4.50	7.00	8.50	10.00

Elective	2.00	4.00	7.00	8.00	9.00
SPED	3.00	5.00	8.00	9.00	10.00
Total Teachers	16.00	31.00	48.00	56.00	64.00

The budget workbook uses an average teacher salary of \$57,000, which is based on GDPST's current average salary. All other personnel are budgeted at the middle range Green Dot currently offers for each of those individual positions.

GDPST has planned for salary growth of 2% annually across all employee groups. However, GDPST uses this money as a performance pool reserve for all employees to grow their salary by 1-5% based on performance.

Additionally, all certificated personnel have been budgeted to participate in the state retirement program and GDPST anticipates covering approximately 80% of an employee's health insurance based on its current employer/employee contribution split and employee elections from fall enrollment. This employer / employee contribution split could change over time if needed.

Additionally, the budget includes Social Security employer contributions at 6.20% to a salary maximum of \$118,500, Medicare employer contributions at 1.45%, and retirement contributions for TCRS employees of 10.46%. (This conservatively presumes all TCRS employees will be Legacy, although in reality they will be a mix of Legacy and Hybrid). GDPST has also budgeted for worker's compensation at ~0.51% of employee compensation and unemployment benefits of \$324 per employee. Insurance for every full-time employee for single coverage is budgeted at \$8,200 per employee; ~\$7,950 medical, ~\$170 dental and ~\$50 in vision insurance. GDPST has also budgeted for healthcare costs to increase with 2-4% cost inflation included for each year.

Operating Expense Assumptions

Instructional Supplies: In its start-up years, because there will be a need to purchase upfront textbooks and other school start-up supplies, the school will spend approximately \$205/student in Year 1, decreasing to \$105/student in Year 2, \$72/student in Year 3, \$65 / student in year 4 and finally \$60/student in Year 5 and beyond. This amount has decreased relative to prior years given the heavy use of open source curriculum (and as such Green Dot has budgeted for additional internal printing costs). This is separate from student supplies, which are budgeted at \$33 per student on an ongoing basis.

Equipment and Furniture: GDPST has budgeted for \$15,000 in staff furniture and \$55,000-\$65,000 in student furniture for the first three years of the school. This is based on Green Dot's prior experience with furnishing other schools in TN. In addition, GDPST has budgeted for athletic equipment over time at \$10 per student.

Professional Development: Green Dot provides the majority of professional development internally. Green Dot believes that the school leader should be the instructional leader for the school and as such the admin team provides PD. In addition, the GDPST home office education team provides additional support and PDs on a network-wide level. GDPST has budgeted for a small amount of external PD including Safe Schools Training for all employees and additional professional development specific to elementary schools (both as PD for the school and conference attendance for the admin team). This is budgeted at ~\$7,800 in Year 1 and grows to ~\$12,400 in Year 5.

Special Education Services: In addition to GDPST's Special Education Administrator and Behavioral Specialist, Green Dot Charter K-8 will also contract for additional special education services. This is budgeted at ~\$80K in Year 1 and grows to ~\$184K in Year 5. This includes GDPST's nursing contract with Well Child (\$35 / hr for 8 hours per day on an ongoing basis), contract with Youth Villages at an annual rate of \$13,600 (starts with quarter-time and then half-time support on an ongoing basis), psych services contract of \$64,800 that (starts with quarter-time and then

half-time support), and OT / PT / Speech / Gifted support that's contracted at \$50K annually (starts with quarter-time and then half-time support). In addition, GDPST has budgeted for the likelihood of 1-2 students needing external placement. While GDPST does its best to support students internally, GDPST places externally if it is in the best interest of the student.

Student Activities and Field Trips: Student field trips are budgeted within student supplies at \$3.84 per student and student transportation. Transportation for field trips includes college tour travel (initially budgeted as \$400 / bus * 2 days * 2 grades), and field trip travel (initially budgeted as \$400 / bus * 2 grades * 2 days * 2 trips). This amounts to \$40 / student in special event buses on an ongoing basis.

Office Supplies and Equipment: GDPST has budgeted for ~\$26 per student in faculty supplies and ~\$36 per student in office supplies on an ongoing basis.

Shared Service Fee: The school's Shared Service Fee which pays for centralized GDPST and GDPSN services, such as, but not limited to professional development, teacher coaching, data assessment and evaluation, payroll, benefits administration, financial planning, vendor management, facilities, maintenance, general finance and accounting, and IT support. The Shared Service Fee of 13.5% is efficient and in line with the fees collected by other CMOs across the nation, which range from 10-20%. Green Dot's philosophy is to provide heavy academic support to schools, which requires extensive centralized professional development and coaching. In a survey distributed to administrators at the end of the SY 17-18 school year, over 80% of administrators across all three Green Dot regions agreed or strongly agreed that the Green Dot Home Office supports and empowers their school to perform well.

Security: The security of Green Dot students and staff is paramount. GDPST has included the costs of contracting with one guard for 8 hours per day for each school day at a rate of \$24 per hour. In addition, GDPST has budgeted additional security for special events. These rates are based on existing contracts with Men in Blue.

District Oversight Fees: GDPST has budgeted for District oversight fees at 3% of BEP - starting at ~\$78K in Year 1 and growing to ~\$321K in Year 5.

Audit: GDPST has budgeted between \$2,200 in Year 1 and ~\$5,000 in Year 5 for the audit. Green Dot shares the auditing contract costs across the network.

Insurance: GDPST has budgeted \$30 / student in insurance and ~\$5 / student in building insurance on an ongoing basis. These rates are based on current contracts.

Food Program: GDPST anticipates the need to contract with a food vendor to provide breakfast and lunch. Green Dot has been able to find vendors that provide National School Lunch Program compliant meals at or under federal reimbursement rates, therefore has budgeted a price per meal equivalent to the current federal reimbursement rates. Given this presumption there isn't a food service line item within the budget.

Transportation: Green Dot Charter K-8 plans to provide transportation to general education students who may live further from the school or may benefit from transportation due to safety concerns. Green Dot Charter K-8 will also provide transportation to special education students as required in their IEP. Green Dot Charter K-8 anticipates having up to 5 buses as a mature school, 4 general education buses and 1 special education bus. Rates are based on current prices Green Dot has with Cline Tours. In addition, GDPST has budgeted for special events transportation.

Athletics: Green Dot Charter K-8 plans to participate in athletics based on student interest. In its start-up years, Green Dot Charter K-8 anticipates participating in 1-2 sports each season and grown that to 3-4 sports each season. Almost half of the athletics expenses are comprised of providing stipends to head and assistant coaches, while the

remaining expenses consist of transportation, equipment, uniform, and referee costs. These stipends are budgeted within the classified stipends and athletic equipment is budgeted along with other equipment, including furniture.

Facilities including Rent and Utilities: Green Dot Charter K-8 aims to find a facility to lease that is already zoned for educational purposes, meets the educational use standard and needs minimal renovations. Based on current Memphis market rates, GDPST has anticipated a lease rate of \$8 / sq ft and 80 sq ft per student to lease this incubation space in Years 1 and 2. Starting in Year 3+, GDPST has budgeted ~\$2/square feet for its land payment rate in anticipation of a school facility at its full capacity of 90,000 square feet, which comes to ~\$14K monthly. (GDPST has budgeted for interest payments for the facility development separately at ~\$400K per year annually beginning in Year 3.)

Additionally, based on current janitorial and utilities costs at its other two schools, GDPST anticipates Green Dot Charter K-8 will pay a janitorial rate of ~\$1.61/square feet and utilities of ~\$1.15/square feet in steady state (Yr. 3+) which is based on Green Dot's current rates in GDPST's Bluff City School.

Technology for Student and Instructional Use: In order to meet the technology needs of core and intervention classes as well as accommodate all students for online state testing, Green Dot Charter K-8 plans to have a slightly better than 2:1 student to device ratio, using a blend of full size Chromebook carts and mini Chromebook carts with a replacement cycle of 3 years. In the first year, Green Dot charter K-8 will have 2 full Chromebook carts (64 devices) and 2 mini carts (30 devices) leading to a total of 94 devices for 300 students. We have budgeted \$40,000 for devices in Year 0. Green Dot Charter K-8 will continue to invest heavily in devices in Years 1-3. Eventually, the replacement rates will be covered by the budgeted \$15.91 / student investment.

Other recurring technology and equipment costs include copier lease and maintenance fees, internet and telephone fees at a 75% eRate discount based on GDPST's current approved eRate application, and cell phone costs for administrators and the School Operations Manager. One-time technology and equipment costs include a dedicated server for the school.

f) Systems, Processes and Policies

Systems: Green Dot uses Sage's 300 ERP as its Finance & Accounting system to ensure that annual records are kept accurately, completely and in accordance with financial policies. Green Dot uses ExpenseWatch to manage purchasing and Workday to manage human resources, payroll and employee benefits.

Compliance: GDPSN has a multi-person Special Programs and Compliance (SPAC) team that ensures compliance with Federal, State and private funding sources. Team members are cross-trained across multiple program areas. They develop a monthly calendar with all key compliance deliverables, deadlines, owners and interim steps which is provided to schools and relevant home office staff. The SPAC team sets up meetings with key program staff, including the Controller, to review key documentation prior to submission, working backwards from a timely submission. For staff that are covered by Federal Program reimbursement, the SPAC team ensures timesheets are completed on time and works closely with Payroll and Accounts Payable to ensure the appropriate documentation is gathered and submitted in a timely manner. Annually the SPAC team works with Green Dot's auditors to ensure appropriate management and controls on restricted funds.

Financial Controls: Below is a sampling of Green Dot's Finance and Accounting policies. The entire Finance and Accounting Policies manual is available upon request. Green Dot updates the manual annually and provides a copy to employees.

Signing Authority: Only specific employees are authorized to financially encumber and make representations on behalf of Green Dot. Those employees are responsible for making authorizations in accordance with policies applicable to the specific item being authorized. Categories of financial encumbrances include:

- Purchase Orders/Invoices
- Expense Reimbursements
- Green Dot Credit Card Transactions
- Service Contracts (require legal and procurement review prior to execution)
- Loans (require legal and finance department review prior to execution)
- Lease Agreements (require legal and finance department review prior to execution).

Other types of documents requiring a signature may indirectly encumber the organization financially and should be reviewed by the legal and finance departments if there is any uncertainty.

Purchasing: Purchasing refers to the process of acquiring goods and services best suited for the specific needs of GDPS. By creating purchase orders in ExpenseWatch, schools can purchase items/services to support the needs of students, staff, and class instruction and ensure the appropriate approval chain is utilized. Textbooks, technology equipment, and furniture are purchased centrally by the Green Dot Home Office in order to adhere to required specifications and maintain appropriate asset tagging.

Vendor Selection: To ensure Green Dot receives the best prices and quality of service, Green Dot adheres to state and federal procurement guidelines when applicable. In the absence of specific guidelines, Green Dot requires the following: 1) Value less than \$10,000: No quote nor proposal is necessary if Green Dot considers the price reasonable, although fair and equitable standards apply to the vendor selection process; 2) Value from \$10,000 - \$50,000: A minimum of two (2) quotes or proposals must be obtained from qualified sources; 3) Value greater than \$50,000 and less than \$150,000: A minimum of three (3) quotes or proposals must be obtained from qualified sources; 4) Value of \$150,000 or greater: Comprehensive requests for proposals that include clear, accurate descriptions of goods and/or services solicited and are publicized. A formal method for their evaluation and selection must be followed.

Credit Cards: Credit cards will be issued only with the formal approval of the employee's manager and Green Dot's Chief Financial Officer Consultant, with proper justification. The issuance of a credit card and the justification thereof should be based on functional considerations of transactional frequency and how many schools and departments the employee serves. The cost/benefit to Green Dot should be fully reviewed to ensure that no other method of payment is appropriate. Credit cards that are issued will be assigned to a specific Green Dot employee and should be used only for business-related expenditures. The employee is expected to use it for all travel and expense purchases and is discouraged from using personal credit cards for business-related expenditures.

All Green Dot credit card charges must be supported by itemized receipts which detail the items purchased and reflect the amount of sales/use tax paid to the vendor. A list of attendees and specific business purpose must also be included. If the expenditure is for professional development, an agenda will be provided. Additionally, employees are required to reconcile their credit card statements to receipts by the 5th of the month. The supervisor must approve credit card expense reports by the 10th of the month. A complete reconciliation must include the month's statement and receipts for all transactions. Failure to provide completed reconciliation for a month will result in suspension of a cardholder's credit privileges.

If a cardholder is unable to provide receipts to support every charge, the expense will be considered personal and the cardholder must submit payment with the credit card reconciliation. Unpaid personal expenses will result in suspension of card privileges until the personal balance is paid in full. If the cardholder fails to produce receipts in three (3) or more instances, the cardholder's credit privileges will be revoked permanently.

Deposits: School site School Operations Managers or Office Assistants receive cash or checks from teachers, fundraising, parents, and other sources (i.e., cheerleading, soccer, class trips, uniforms, lunches, yearbooks, and donations). Checks collected must specify purpose, date, and amount of the payment. Payments must be evidenced by a receipt. A log of payments is acceptable under certain circumstance when giving an individual a receipt is not

feasible (i.e., small dollar amounts for snack items). Verification as to the accuracy of funds received and recorded must be evidenced by the School Operations Manager and the person responsible for accepting the funds (i.e., program manager, teacher or office assistant) by making an entry in the Receipt Log. Funds must be kept in a secure location at the school site until the scheduled pick-up occurs. Deposit records must be emailed to the responsible Senior Accountant immediately after completion of the deposit. Unless there was no money collected, there should be at least one deposit per week. If a deposit does not occur during the week, then this fact should be communicated to a responsible Senior Accountant via email. Back-up documentation must be kept at the school site.

All money should be deposited weekly on regular pick up dates via armored transport service. Home Office and school sites must deposit all money before spring, summer and winter breaks. Requests to cancel or change regular deposit pick-ups should be communicated to a responsible Senior Accountant and approved by the Controller prior to the pickup being changed. Checks must be deposited within one week of the receipt of the check.

Petty Cash: Since the Principals at each school site have a credit card for school supplies, expenses, and unforeseen costs, petty cash funds are no longer necessary at the school sites.

Bank Accounts: All bank accounts will be established in strict accordance with Green Dot bylaws and the terms and conditions agreed to with the hosting financial institution. At a minimum, Green Dot will maintain the following:

- A Main Operational Checking Account into which all non-payroll related deposits and disbursements will be made. Note that fundraising derived by the Home Office Departments are deposited into this account.
- Individual School Deposit Zero Balance Accounts into which all Federal, State, and Local school earmarked funds will be deposited. Note that fundraising derived by the schools is deposited into its individual bank account. Any balance in these accounts will be swept into the Main Operational Checking Account nightly.
- A single Payroll Zero Balance Account which will be used solely for making payroll and payroll tax related payments. Any balance in this account will be swept into the Main Operational Checking Account nightly. Separate holding accounts for advance funds provided under Federal, State or Local programs which require segregation of funds.
- In regions where private and Federal funds are co-mingled with State funds, funds would revert to the State in the event of a school closure, Green Dot management may decide to maintain separate bank accounts for State funds and non-State funds. Materiality and probability of school closure are examples of factors management will consider when determining whether or not to maintain separate accounts.
- Federal Grant Funds – Interest-Bearing Accounts: All advance payments of federal funds must be deposited and maintained in interest-bearing accounts, with the following exceptions (2 CFR §200.305):
 - The entity receives less than \$120,000 in federal awards per year.
 - The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on federal cash balance.
 - The bank would require an average or minimum balance so high that it would not be feasible within the expected cash resources.

Expense and Travel Reimbursement: Green Dot may authorize payment for actual and necessary expenses, including travel incurred by an employee performing pre-approved, authorized services. However, the majority of day-to-day purchases (e.g., supplies) should be done through the appropriate purchasing processes (see Purchasing Section of the Employee Handbook). Every effort should be made to obtain items from Green Dot-approved vendors using the requisition process or corporate credit cards. Purchases from vendors outside the home state are subject to that home state's tax and that tax will be added to the cost of the item and charged to the budget of the site that incurred the charge.

Reimbursement request forms are to be completed and processed through ExpenseWatch. The reimbursement

requests require approval (via ExpenseWatch) by the assigned approver (Department Head, Principal or direct supervisor). Therefore, employees must receive approval from their school's Principal, Supervisor, or Department Head prior to incurring expenses.

In general:

- Expenses can be reimbursed up to 45 calendar days from the date of the transaction
- Itemized receipts and/or proof of payment must accompany all expenses
- All expenses must be pre-approved by the appropriate Department Head, School- Site Administrator or direct supervisor
- Employees must use their corporate credit card if one has been issued to them

Failure to comply with the above will result in non-reimbursement of the expense.

Mileage Reimbursement: A mileage log must be submitted for all mileage reimbursement requests and must indicate the points of travel, dates of travel, odometer readings and the miles eligible for reimbursement. Per applicable state and federal law, normal commuting costs of traveling to and from work are not reimbursable and must be subtracted from the reimbursement request.

The current reimbursable rate \$0.535 per mile is determined using the 2017 IRS' standard mileage reimbursement rate for the use of a car. Note: gas, oil or other vehicle maintenance items and insurance related to personal car use for business travel is not reimbursable since this is included in the IRS/government mileage rate.

Employees must acquire and maintain the minimum requirements, per applicable state and federal law, (e.g., ensure valid driver's license, minimum insurance, etc.), when driving is part of, or is incidental to, his/her job duties (e.g., traveling between school sites).

Meals and Entertainment: Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. For meals, GDPS has set a maximum daily reimbursement, exclusive of tips, of, \$14 for breakfast, \$18 for lunch, and \$34 for dinner. Tips are considered reasonable and necessary are eligible for reimbursement.

Meals and entertainment expenses require the following documentation for reimbursement to occur:

- Meals and entertainment expenses must be listed separately on the expense form (including those that were paid as part of a hotel bill).
- Itemized, detailed receipts must be included. Each employee must also include a form of payment such as a canceled check, credit card or bank statement.
- The description must include the number of individuals and the names of those attending (include self), their titles and business relationship, if applicable, and business purpose of meal and/or entertainment.
- GDPS does not reimburse an employee for alcohol.

Travel: In the spirit of being a non-profit educational organization, employees are asked to spend prudently. Green Dot employs an online travel management system (Egencia) in which employees can book air, hotel, and car rental travel, requires supervisor approval prior to booking, and is billed directly to Green Dot. Unless otherwise approved by your supervisor, employees should use the Egencia system.

Hotels: Reasonable lodging costs incurred in the course of business travel will be covered by Green Dot whenever a day trip is not appropriate, if approved in advance. Green Dot may have negotiated rates at certain hotels and employees are expected to stay at those hotels, if available. All hotel bookings require approval by the department head in which the travel expense will be incurred. Additionally:

- GDPS employees are expected to stay in standard business class lodgings that charge a reasonable rate.
- GDPS will not pay for lodging costs when staying in a city longer than is justifiably necessary.

The itemized hotel bill showing the form of payment used (charge slip or zero balance) must be submitted with the expense form or credit card reconciliation as documentation. A charge slip alone is not acceptable. In the event of an express checkout, a hotel invoice along with a form of payment on the invoice (such as a credit card number) is acceptable.

Air Travel: GDPS employees are expected to travel using the lowest available logical fare in Economy class. Air booking searches on Egencia will automatically find the lowest available logical fare. All air travel requires approval by the department head in which the travel expense will be incurred. Additionally:

- The only legitimate reason for flying any class other than Economy is if seats are not available in Coach or if an employee has a disability for which a reasonable accommodation is required. If this is the case, approval must be obtained from his/her manager before purchasing the ticket.
- Only actual costs will be reimbursed upon completion of travel. No reimbursement will be made for the value of premiums earned through frequent traveler programs applied to business travel. This includes free upgrades or free flights. Miles and points earned are the property of the employee.

GDPS is not responsible for lost, stolen or damaged luggage. Please file a claim with the airlines and/or personal insurance company.

Car rentals: Car rentals should be used only when needed and alternate forms of road transportation (i.e., taxis, public transit and personal vehicles) are not more feasible or available. Green Dot currently has a corporate contract with National Car Rental and employees are to use this preferred vendor when possible. Loss Damage Waiver ("LDW") insurance is included in the corporate contract. If renting outside of the corporate contract, LDW should be accepted.

g) Annual Audit

Green Dot currently engages Vavrinek, Trine, Day and Company, LLP as its independent auditor. The firm began operations in 1948 and since that time has conducted audits of K-12 Local Education Agencies and has had charter school clients since 1992. As a result of this past experience, Vavrinek, Trine, Day and Company, LLP are experts in regards to the rules and regulations with respect to generally accepted auditing standards and generally accepted accounting principles.

Green Dot's fiscal year ends June 30th. The audit starts in March of each year with the four phases of the audit. During the school-site audit in March, Auditors test controls procedures related to cash deposit and attendance. In June, auditors test all state funding for reasonableness. In August, auditors test all federal funding in order to issue an A-133 audit opinion. Finally, in October, auditors test the financials for reasonableness. An audit opinion is issued for state funding, federal funding as well as the financials as a whole. Green Dot schedules the audit timeline based on submission deadlines to all charter authorizers and state entities, and plans accordingly for review with the Audit Committee and the GDPST Board of Directors well ahead of the deadlines.

The Green Dot Audit Committee is comprised of the Green Dot Finance Leaders from all regions and representatives from all four Green Dot boards. Members will review any audit exceptions or deficiencies and report recommendations to the applicable Green Dot Board of Directors as to how these have been, or will be, resolved. If a school were to have a finding, material weakness or audit exceptions, it would be addressed and corrected immediately. Audit exceptions would be addressed in collaboration with the GDPSN Finance and Accounting Department and the Audit Committee as soon as they were discovered. They would also be covered with the GDPST Board of Directors at the December Board meeting where the Audit is reviewed. If a change in procedures were

required, it would be brought up to Green Dot management, the Budget Committee of the Board and if required, the Board of Directors for approval.

Annual audits will be completed within five and one-half months of the close of each fiscal year. Thereafter, a copy of the auditor's findings will be forwarded to applicable local and state agencies as required by law. Green Dot has submitted an on time audit each year in its 19 year history.

h) Individual and Collective Qualifications

GDPSN Chief Financial Officer Consultant Sabrina Ayala

Sabrina Ayala is the Chief Financial Officer Consultant of Green Dot Public Schools National and is responsible for managing all financial aspects, including financial strategy, budgets, cash management, accounts receivables, accounts payable, facility financing and purchasing. She brings ten years of Wall Street experience to Green Dot. Prior to joining Green Dot in 2006, Sabrina was an Institutional Equity Trader with Merrill Lynch, a Valuation and Compensation Consultant with Stern Stewart & Co. and an Investment Banker with Kidder, Peabody & Co. All were based in New York City. Her areas of expertise include natural resources, cyclical chemical industries, consumer products, REITS and arbitrage. Sabrina, an Eli Lilly Scholar, received her MBA from the Kellogg School of Management in 2002 with majors in Finance and Entrepreneurship. Her Bachelor of Science degree in Finance, with minors in Accounting and Sports Management, is from Northern Illinois University, where she graduated with honors, cum laude and Outstanding Woman Graduate of the Year.

GDPSN Controller Ernie Thomas

Ernie Thomas is the controller of Green Dot Public Schools National, overseeing General Ledger, Compliance and Reporting, Accounts Payable, Accounts Receivable and Payroll for all of the Green Dot organizations. Prior to joining Green Dot in 2014, Ernie was the Corporate Controller for another large California based charter school. Ernie worked 12 years with Michael Ovitz in the entertainment industry and has a total of 20+ years' experience in finance and accounting. Ernie received his Bachelor of Arts degree in Economics from UCLA and received his CPA while working at Arthur Andersen & Co.

GDPSN Director of Finance

Tae H. Kim is a Director of Finance for Green Dot Public Schools National. In his role, Tae oversees the finances and fiscal health of five Green Dot companies; California, Washington, Tennessee, National Home Office, and United Parents and Students. He also worked previously as a Cluster Business Manager managing the business operations of six schools located in South LA. Prior to Green Dot, Tae was an Intelligence Officer for the US Army. He served for six years finishing his career with the rank of Captain. Tae holds a BA from UC Irvine and a MBA from UCLA Anderson.

GDPST Director of Finance and Operations

Daniel Peñaranda is the Director of Finance and Operations for Green Dot Public Schools Tennessee. He oversees Facilities, Finance, IT, and Operations in Tennessee. Prior to joining Green Dot in 2015, Dan worked as the Director of Operations at another Memphis charter school. Previously, Dan was an Equity Options Market Maker at the Chicago Board of Options Exchange and a Legal Clerk with the FDIC. Dan holds a JD from Texas A&M University and a BA in Economics from Tulane University.

i) Roles and Responsibilities

The GDPSN Chief Financial Officer Consultant, Director of Finance, and the Controller provide overall guidance in executing all financial and accounting controls and processes. Additionally, the GDPSN Director of Finance is assigned to the GDPST schools and GDPST Regional Office and acts as a liaison between the GDPSN F&A department and the Director of Finance and Operations at GDPST. On a weekly basis, the GDPSN Director of Finance and the GDPST Director of Finance and Operations meet to discuss budget planning, budget to actuals,

compliance and reporting deadlines, and any other relevant F&A topics. On a monthly basis, the GDPST Director of Finance and Operations meets with the GDPSN Director of Finance and the GDPSN Special Programs and Compliance team to do a deep dive into the prior month's close. The GDPST Director of Finance and Operations then meets with school principals twice a month to review budget to actuals and prepare for School Advisory Council meetings to share relevant financial information with key school stakeholders. Resumes for employees currently holding the above mentioned positions are available upon request.

School-level and Home Office department-level budgeting is a collaborative effort between all Home Office departments and school sites across all regions. GDPSN finalizes an annual operating budget of revenues and expenses, five year projections, cash flow projections and capital expenditure and deferred maintenance budgets based on the needs of the GDPST region and input from the GDPST Director of Finance and Operations. These budgets and projections are reviewed and approved by the GDPST Board of Directors on an annual basis in June and modified in October after the first reporting cycle of the academic school year in order to adjust for actual student enrollment (see Contingency Plan below for more information).

Consolidated school and Home Office department-level financial reports displaying budget versus actual results as well as full-year budget versus full-year forecast are prepared by Finance & Accounting and are presented to the school sites and Home Office Department Heads on a monthly basis. The leadership team, the Finance Committee of The Board of Directors, and the Board of Directors review and discuss the statements on a quarterly basis, typically within 45 days after the end of the quarter. The GDPST Director of Finance and Operations presents the material to the GDPST Board at each meeting.

j) Contingency Plans

Green Dot recognizes the need to implement contingency plans due to factors such as lower than expected enrollment, deferred or delayed cash payments, or unexpected expenses, such as enrollment of one or more high needs students with disabilities. All Green Dot schools have in place a contingency budget process so that schools can adjust their budget once enrollment numbers are finalized. Green Dot Charter K-8 School expects to be able to operate effectively even if funds are delayed or lower than expected. However, in the event that state and federal funds are severely delayed or much lower than expected or Green Dot has a large shortfall in enrollment, Green Dot Charter K-8 School will use best practices developed through experiences in its 19 year history to determine contingency budgets for each school, including, but not limited to:

- Reducing the amount allocated to classroom materials and supplies
- Reducing the amount allocated to office materials and supplies
- Deferring technology upgrades or replacement
- Seeking additional philanthropy or local, state or federal funding sources for high needs students
- Delaying hiring of personnel until Green Dot Charter K-8 has the enrollment to support the hires - the Director of Human Capital closely coordinates with the Director of Finance and Operations and the Principal if there are enrollment concerns
- Reducing personnel if needed - GDPST works to avoid this situation as much as possible, but if the measures above are insufficient, it will work with the Principal to make the cuts needed in order to ensure that Green Dot Charter K--8 is sustainable and viable
- Changing the school model - GDPST has developed an alternate lower enrollment model for Green Dot Charter K-8 as a backup plan; this model would have 78 students per grade in K-5 and 120 students per grade in 6-8 totaling 828 students. (These class sizes more are representative of other schools within the community). This model is more financially constrained and would not be our preference, but provides a viable and sustainable "Plan B" if needed. Should enrollment not materialize, Green Dot would consider switching to this alternate model.

Additionally, Green Dot requires each school to maintain a 5% reserve for economic uncertainty and unexpected expenses, including expenses related to high need students with disabilities. Although Green Dot Charter K-8 School may not have a reserve in its early years, this reserve will ensure stability in the mature stages of the school.

Lastly, Green Dot has a seasoned development team that raises between \$7 - \$10MM annually, applying for a variety of state, federal and private foundation grants as well as building relationships with high-net-worth individuals. In the event of a budget shortfall, Green Dot's development team would ensure that essential academic programs and key operations would be fundraised for and maintained. See Section 3.3b for additional detail on Green Dot's development plan.

k) Year 1 Cash Flow Contingency

GDPST has tried to budget conservatively and with the appropriate funding sources. However, in Year 1, in the event of that GDPST is unable to procure additional money from identified sources or if committed philanthropic funding falls through, Green Dot's experienced Development team would seek out other sources of funding. In the case that no new funding can be obtained, GDPST will use best practices similar to contingency budgets to cut costs, including, but not limited to:

- Seeking to optimize afterschool and athletics programming
- Reducing the amount allocated to classroom materials and supplies
- Reducing the amount allocated to office materials and supplies
- Deferring technology upgrades or replacement
- Seeking additional philanthropy or local, state or federal funding sources for high needs students
- Aligning hiring with enrollment as enrollment materializes and reducing personnel if needed, as a last resort

In addition, Green Dot National can provide temporary fiscal assistance as needed in the form of grants, delayed shared service fee payment timeline, etc. This would help Green Dot Charter K-8 access capital in the event philanthropic support fell short of targets and would provide GDPST time to come up with a more robust plan to pursue alternate funding sources or changes to school programming.

Lastly, over time GDPST will start to yield benefits from being a network of schools with some schools yielding positive cash flow that could be used to support the network.

l) Students with Disabilities

Green Dot Charter K-8 is committed to serving all students. In the event of one or more high needs students with disabilities enrolling in the school, GDPST would provide the appropriate service - either internally or contracted externally. During the contingency budget process, GDPST would prioritize budget to support this student and would identify cuts or efficiencies elsewhere. In the event that cuts cannot be identified, GDPST will seek support from Green Dot's development team to cover the costs of student support.

m) Plans to outsource

Green Dot Charter K-8 will not be outsourcing financial management. Green Dot Public Schools National provides these services in exchange for the shared service fee. GDPSN has a long track record of success providing services to Green Dot schools since 2000. In addition, fiscal compliance is a significant priority of the organization with all schools and entities achieving clean audits and transparent collaboration with authorizers on oversight. Annually, administrators have a chance to provide feedback on services provided and regional teams and national teams undertake a joint feedback process.

Attachment Q - Network Budget and Network Budget Narrative

We have included the GDPST network budget for FY 18-19 as that is the latest approved budget available.

Back Office Budget: Green Dot's back office budget consists of the GDPST Regional Home Office. The GDPST Regional Home Office consists of approximately \$2.3M in personnel expenses and \$354K in operating expenses. (This excludes the portion of the management fee paid to GDPSN for shared services).

Per-Pupil Management Fees: Each GDPST school pays a per-pupil management fee of 13.5% of public revenues of which for 2018-2019 6.5% will be paid to the GDPST Regional Home Office and 7% will be paid to the GDPSN Home Office.

Back Office Personnel and Compensation: The below chart delineates the anticipated GDPST Regional Home Office positions and salary ranges. All employees eligible to participate in the Tennessee State pension will be enrolled. Employer contribution assumptions are the same as the ones used in the school level budget. Health benefit assumption rates are approximately \$8,200/employee based on worst-case anticipated premium increases. Annually, GDPST Regional Home Office staff may receive an annual pay increase at a reasonable COLA, usually around 2%. Additional pay increases may be approved by the Executive Director based on performance and scope of responsibilities.

Green Dot Public Schools Tennessee Regional Home Office

Position Title	# of Positions	Salary Range
Executive Director	1	\$145,000 - \$150,000
Director of Community Engagement & Public Relations	1	\$90,000 - \$110,000
Director of Finance & Operations	1	\$90,000 - \$100,000
Director of Human Capital & Human Resources	1	\$100,000 - \$110,000
Director of Student Services	1	\$95,000 - \$110,000
Director of Academics	1	\$90,000 - \$110,000
Curriculum Specialists	5	\$70,000 - \$80,000
IT & Facilities Manager	1	\$55,000 - \$65,000
IT Analyst	1	\$45,000 - \$55,000
Operations Manager	1	\$55,000 - \$65,000
Recruiter	1	\$58,000 - \$62,000
HR Associate	1	\$45,000 - \$60,000
Facilities Associate	1	\$40,000 - \$45,000

Note: SPED Admin and Behavioral Intervention Specialist are reflected in school site budgets.

Although we do not anticipate adding additional staff in the short-term, we feel comfortable that we can support school growth given that the Curriculum Specialist team can support additional schools and we have launched the Administrator-in-Residence program, which adds some capacity in the planning year of a school launch and helps build a pipeline of future leaders. We also believe we have additional capacity in our vendor partners, such as Instruction Partners (instructional coaching) and Youth Villages (socioemotional support for students), which helps Green Dot Public Schools Tennessee avoid adding further personnel and allows us to add additional support when it is most needed.

Network Schools Enrollment and Revenue Assumptions: The network budget attached to this application includes 5 other Green Dot schools: Fairley High School, Wooddale Middle School, Hillcrest High School, Kirby Middle School and Bluff City High School. 4 schools are a part of the Achievement School District (“ASD”) and use the ASD BEP and other state and federal revenue assumptions provided by the ASD. Bluff City High School is authorized by the State Department of Education and is also budgeted at a similar rate.

Below is a table of the 2018-2019 enrollment projections used for each school:

School Name	2018-2019 Budgeted Enrollment
Fairley High School	538
Wooddale Middle School	409
Hillcrest High School	449
Kirby Middle School	381
Bluff City High School	306

Network Schools Personnel Assumptions: Personnel assumptions for each of the 5 other Green Dot schools are based on either current staffing or anticipated staffing for 2018-2019 and beyond. As mentioned in the budget narrative, Green Dot schools are staffed based on Green Dot’s standard school models developed from over 19 years of experience, incorporating Green Dot’s theory of action which typically includes additional ELA and math teachers to allow for smaller class sizes in intervention courses, multiple counselors to ensure students are receiving the appropriate attention to apply for colleges, financial aid, and scholarships and 3 administrators to allow for focused instructional leadership at the school. Staffing for each school can be found at the bottom of the attached P&L statement.

Network Schools Operating Expense Assumptions: Operating assumptions for each of the 5 other Green Dot schools are based on current or anticipated operating expenses for 2018-2019 and beyond. Classroom and Academic Supplies, Office Expenditures, Employee Related Expenses, Student Related Expenditures, IT & Other Noncap Equipment, Facilities Expenses, Services, and Non-Discretionary Expenses are all delineated by school in the attached P&L statement. 4 of Green Dot’s do not pay rent as conversion schools within the ASD; however those schools do have higher maintenance and building expenses due to the age of their school buildings and systems. Additionally, Bluff City is in its second year of operation in 2018-2019 and has start-up expenses (instructional materials, furniture) factored into its budget that is offset by grant funds such as the Replication/Expansion grant. As a result there is a spike in expenses related to its startup that levels off after the school becomes fully enrolled.

GDPST shows a loss of \$1.3M for FY19. Green Dot Public Schools National is providing a grant to offset some of this loss and GDPST. Significant efforts are underway to secure additional philanthropy and GDPST will use some of its reserves as needed to cover remaining losses. GDPST is in the process of identifying cost efficiencies, particularly in expenses not at the school level, and is currently building a break-even FY 20 budget.

Facilities Scenarios and Financial Implications: Green Dot aims to find affordable facilities so the maximum amount of funds can go directly to the school for instructional use. Green Dot aims to find a facility that is less than 10% of public revenues to ensure implementation of the Green Dot theory of action at the school level. The most affordable facilities have been facilities that are already zoned for educational purposes and need minimal renovations. Green Dot has a history of being creative with its facilities options and is able to run its model with low cost scenarios such as co-locating with another school or incubating in a temporary facility. If these scenarios are not viable, Green Dot has had a successful track record in finding affordable facilities by entering into partnerships with developers with philanthropic connections, securing financing through new market tax credits or investment grade bond deals, and applying for and being awarded for competitive state bonds, if available. As mentioned previously, for Green Dot Charter K-8 Green Dot is already exploring its contingency plan of incubation in a private facility.

Capital, Contingency, and insurance reserve funds: GDPST and GDPSN F&A meet annually to discuss any capital expenditures needed. Each proposal is ranked on a rubric that takes into consideration student and staff safety, alignment with Green Dot's standard school model, and affordability. From this rubric a prioritized set of projects emerges. Based on available funds each year, GDPST and GDPSN F&A will jointly decide which projects will be completed.

Attachment Q: Network Budget

Summary FY19 P&L (Budget)

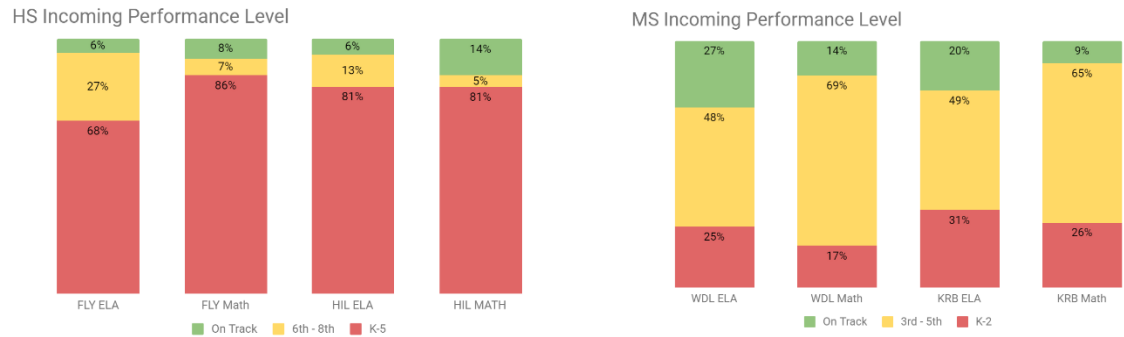
Tennessee Consolidated

Tennessee Consolidated		FISCAL YEAR											
ACCT	Account	Total	HO	THE	THO	Schools	FLY	WDL	HIL	KRB	BLU	TN6	TN7
ADM		2,083		302	309		320	321	322	323	324	325	326
				0	0		538	409	449	381	306	0	0
REVENUES													
	State Apportionment	19,239,294	-	-	-	19,239,294	4,969,119	3,777,639	4,147,090	3,519,023	2,826,424	-	-
	Other Per-Pupil Driven	-	-	-	-	-	-	-	-	-	-	-	-
	Special Education	1,078,124	-	-	-	1,078,124	307,469	143,916	504,066	122,673	-	-	-
	Federal	2,186,106	-	-	-	2,186,106	527,913	740,673	398,273	332,778	186,469	-	-
	Other State	-	-	-	-	-	-	-	-	-	-	-	-
	Grants	751,268	266,000	-	266,000	485,268	-	-	-	-	167,248	318,020	-
	Facility Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-
	Others	200,000	200,000	-	200,000	-	-	-	-	-	-	-	-
	Intercompany	200,296	3,023,754	78,490	2,945,264	-	-	-	-	-	-	-	-
	Food Nutrition	-	-	-	-	-	-	-	-	-	-	-	-
	Local	172,069	-	-	-	172,069	38,684	27,000	50,000	23,500	32,885	-	-
	Total Revenues	23,827,156	3,489,754	78,490	3,411,264	23,160,860	5,843,184	4,689,228	5,099,429	3,997,974	3,213,026	318,020	-
EXPENDITURES													
			14%										
	Certificated Salaries	10,071,963	780,264	680,009	100,255	9,291,699	2,198,181	1,871,588	2,073,177	1,816,920	1,196,709	135,125	-
(\$234,637	Certificated Overtime, Bonuses, and Stipends	204,322	35,500	13,000	22,500	168,822	43,510	43,812	40,000	35,000	6,500	-	-
	Substitute Services	183,300	-	-	-	183,300	43,680	39,000	41,340	34,320	24,960	-	-
	Classified Salaries	2,627,241	1,040,131	326,510	713,621	1,587,110	368,847	349,741	335,625	267,102	226,375	39,420	-
	Classified Overtime, Bonuses, and Stipends	100,006	13,030	-	13,030	86,976	18,836	21,626	20,500	15,946	10,068	-	-
	Summer School & Summer Bridge	45,377	-	-	-	45,377	11,250	10,752	10,000	10,000	3,375	-	-
	Certificated & Classified Benefits	4,083,496	478,951	261,125	217,826	3,604,545	843,088	733,863	839,614	695,748	462,258	29,975	-
	Total Personnel Costs	17,315,704	2,347,875	1,280,644	1,067,232	14,967,829	3,527,391	3,070,382	3,360,256	2,875,036	1,930,245	204,520	-
	Classroom and Academic	275,805	22,800	20,800	2,000	253,005	67,959	38,188	71,052	36,592	39,215	-	-
	Office Supplies	382,351	40,140	4,000	36,140	342,211	82,018	58,109	77,940	55,074	44,070	25,000	-
	Employee Related	96,875	57,850	3,280	54,570	39,025	8,105	7,865	8,265	7,545	6,745	500	-
	Student Related	807,402	-	-	-	807,402	190,384	135,010	192,984	116,140	172,884	-	-
	IT & Other Noncap Equipment	750,791	119,532	9,413	110,119	631,259	97,692	89,610	104,572	99,068	175,318	65,000	-
	Facilities	2,041,943	-	-	-	2,041,943	510,025	457,075	430,581	302,317	318,945	23,000	-
	Services	983,956	113,200	38,500	74,700	870,756	209,045	225,913	170,969	160,214	104,614	-	-
	Non-Discretionary	1,048,173	-	-	-	1,048,173	180,782	223,399	119,787	102,046	422,160	-	-
	Intercompany	1,486,515	1,486,515	-	1,486,515	2,823,458	738,513	541,509	638,036	498,659	406,741	-	-
	Total Operating Costs	7,873,810	1,840,037	75,993	1,764,044	8,857,231	2,084,522	1,776,677	1,814,187	1,377,654	1,690,691	113,500	-
	Net Income	(1,362,358)	(698,159)	(1,278,147)	579,988	(664,200)	231,271	(157,832)	(75,014)	(254,716)	(407,909)	0	-
Enrollment Summary													
	Total		HO	THE	THO	Schools	FLY	WDL	HIL	KRB	BLU	TN6	TN7
6	284	-	-	-	-	284	-	142	-	142	-	-	-
7	258	-	-	-	-	258	-	136	-	122	-	-	-
8	248	-	-	-	-	248	-	131	-	117	-	-	-
9	399	-	-	-	-	399	117	-	121	-	161.0	-	-
10	367	-	-	-	-	367	111	-	111	-	145.0	-	-
11	254	-	-	-	-	254	153	-	101	-	-	-	-
12	273	-	-	-	-	273	157	-	116	-	-	-	-
	Total Enrollment	2,083	-	-	-	2,083	538	409	449	381	306	-	-
Personnel Summary													
	Total		HO	THE	THO	Schools	FLY	WDL	HIL	KRB	BLU	TN6	TN7
1100	Teachers	121.3	-	-	-	121.3	29.0	25.3	27.0	23.0	17.0	-	-
1200	Counselors	8.0	-	-	-	8.0	2.0	1.0	2.0	2.0	1.0	-	-
1300	Administrators	27.5	10.0	9.0	1.0	17.5	4.0	3.0	4.0	3.0	2.0	1.5	-
1900	Mental Health (SEPA, Behavioral Specialist, Psych.)	2.0	-	-	-	2.0	0.4	0.4	0.4	0.4	0.4	-	-
2100	Instructional Aides	20.0	-	-	-	20.0	4.0	4.0	6.0	3.0	3.0	-	-
2200	School Operations Staff	12.5	-	-	-	12.5	3.0	2.0	3.0	2.0	2.0	0.5	-
2300	Non-Certificated Administrators	16.1	10.0	2.0	8.0	6.1	1.7	1.7	1.7	0.9	0.2	-	-
2400	Clerical or Technical Staff	3.0	3.0	-	3.0	-	-	-	-	-	-	-	-
2900	Campus Aides	15.0	-	-	-	15.0	3.0	4.0	3.0	3.0	2.0	-	-
	Total Personnel Count	225.4	23.0	11.0	12.0	202.4	47.1	41.4	47.1	37.3	27.6	2.0	-
	Personnel Count Growth %												

Attachment R: Student Achievement and Growth Results

Green Dot believes growth is a better indication of our progress with students than achievement, given incoming student performance levels. Although we strive to achieve the absolute bar of college-readiness, GDPST’s results must be put into context.

Incoming Performance Levels



Student Growth

3 out of 5 GDPST schools (Kirby Middle School, Wooddale Middle School and Bluff City High School) were recently awarded TVAAS scores of 5, the highest possible indicator of student growth deemed by the state. In addition, Green Dot uses nationally normed tests – MAP for Middle Schools and iReady for High Schools – to measure growth.

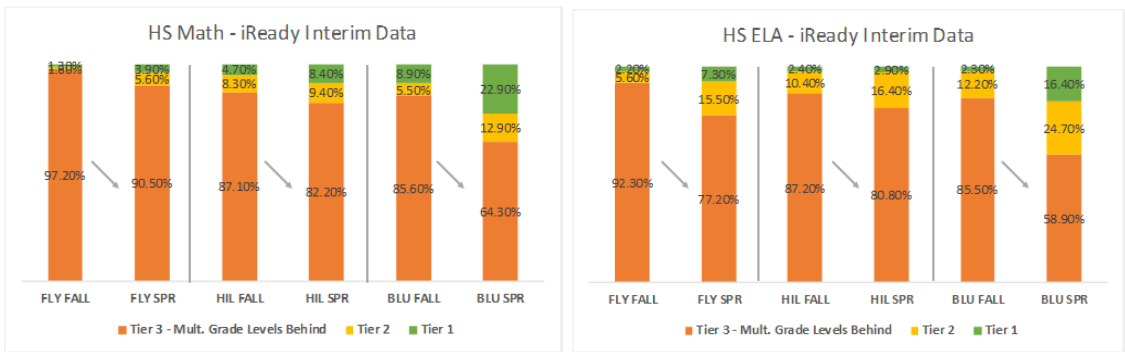
Middle School Growth on MAP

	MAP - ELA - MS				MAP - Math - MS			
MS	Overall	Gen ED	SPED	EL	Overall	Gen ED	SPED	EL
WDL	58%	59%	45%	50%	60%	61%	45%	61%
KRB	63%	65%	52%	63%	54%	55%	51%	52%

MAP describes that 50-55% of students meeting growth goals is “typical.” In almost all subgroups Green Dot far exceeds the “typical” growth, with the exception of SPED students at Wooddale.

High School Growth on iReady

Looking at iReady, Green Dot has made significant progress in moving students out of Tier III and into Tier II and Tier I, taking students who were multiple grade levels behind and accelerating them. (In the charts below, there are reductions in the “orange” bars of students who are multiple grade levels behind).



FLY = Fairley, WDL = Wooddale, KRB = Kirby, HIL = Hillcrest, BLU = Bluff City; SPED = Special Education; EL = English Learner

This pattern is seen in both General Education students as well as Special Education students, although the pattern is more pronounced in Gen Ed students than SPED students.

Student Achievement

As mentioned previously, given the challenge in incoming performance levels, GDPST's TNReady proficiency scores do not reflect the gains Green Dot students are making. In addition, in SY 2017-2018, there were testing irregularities in the form of last minute changes to test platforms and testing dates. Despite these barriers, both middle schools have seen a jump in proficiency across all three grade levels.

	2016-2017 MS Proficiency			2017-2018 MS Proficiency		
	<i>ELA</i>	<i>Math</i>	<i>Science</i>	<i>ELA</i>	<i>Math</i>	<i>Science</i>
WDL	6%	3%	21%	7%	8%	30%
KRB	4%	5%	24%	10%	11%	37%

	2017-2018 HS Proficiency - %L3+								
HS	Eng 1	Eng II	Eng III	Alg I	Alg II	Geo	Bio	Chem	US Hist
FLY	4%	2%	8%	0%	1%	0%	6%	6%	2%
HIL	2%	4%	12%	1%	2%	2%	7%	7%	10%
BLF	2%	N/A	N/A	3%	N/A	N/A	N/A	N/A	N/A

Given our mission of college, leadership and life, we believe graduation rates and 4-year college acceptance rates are important indicators.

	Senior Grad Rates			
Graduation Year:	2015	2016	2017	2018
FLY	99.3%	92.4%	95.1%	89.3%
HIL			97.3%	85.9%

College Acceptance

GDPST continues to grow the number of students applying to a 4-year college given that the rates of success for students who apply are quite high.

	% of seniors who applied to 4-Year Colleges who were accepted			
HS	14-15	15-16	16-17	17-18*
FLY	51%	61%	64%	<i>TBD</i>
HIL			78%	92%

* Limited data available

FLY = Fairley, WDL = Wooddale, KRB = Kirby, HIL = Hillcrest, BLU = Bluff City; SPED = Special Education; EL = English Learner

School Name	Year Opened	City	State	Grades Served	Total Enrollment	Demographics and Socioeconomics as of 3/20/19						
						% African American	% Hispanic	% White	% Other Race/Ethnicity	% FRPL	% SPED	% ELL
Bluff City High School	2017-2018	Memphis	TN	9th-10th	301	81.1%	18.6%	0.0%	0.3%	82.6%	7.6%	9.3%
Fairley High School	2014-2015	Memphis	TN	9th - 12th	505	99.0%	0.8%	0.2%	0.0%	100.0%	15.4%	0.2%
Hillcrest High School	2016-2017	Memphis	TN	9th - 12th	434	97.5%	1.8%	0.0%	0.7%	100.0%	17.5%	3.2%
Kirby Middle School	2016-2017	Memphis	TN	6th - 8th	401	86.5%	13.5%	0.0%	0.0%	100.0%	9.5%	5.0%
Wooddale Middle School	2015-2016	Memphis	TN	6th - 8th	424	77.1%	21.5%	0.5%	0.9%	100.0%	11.8%	10.8%

School Name	School Contact Info			
	Contact Name	Contact Title	Contact Email	Contact Phone
Bluff City High School	Jonas Cleaves	Principal	jonas.cleaves@greendot.org	(901) 730-8157
Fairley High School	Zachary Samson	Area Superintendent	zachary.samson@greendot.org	(901) 343 7356
Hillcrest High School	Christina Austin	Principal	christina.austin@greendot.org	(901) 730-4098
Kirby Middle School	Marian Williams	Principal	marian.williams@greendot.org	(901) 730-8169
Wooddale Middle School	Marysa Utley	Principal	marysa.utley@greendot.org	(901) 730-4086

School Name	Authorizer Contact Information				
	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
Bluff City High School	TN State Board of Education	Tess Stovall	Director of Charter Schools	tess.stovall@tn.gov	(615) 770-1190
Fairley High School	Achievement School District	Robert White	Chief of External Affairs	robert.white@tn-asd.org	(901) 416-3119
Hillcrest High School	Achievement School District	Robert White	Chief of External Affairs	robert.white@tn-asd.org	(901) 416-3119
Kirby Middle School	Achievement School District	Robert White	Chief of External Affairs	robert.white@tn-asd.org	(901) 416-3119
Wooddale Middle School	Achievement School District	Robert White	Chief of External Affairs	robert.white@tn-asd.org	(901) 416-3119



A C H I E V E M E N T
S C H O O L D I S T R I C T

2015-16 Mid-Year Check-Ins

January 2016

Who will have a 2015-16 Mid-Year Check-In?

Operator	MY Check-In	Details
Achievement Schools	<i>Pending</i>	FAES, GHAEs, WAES may be DNM on MY S&FR pending federal grants data receipt (TBD on 1/20)
Aspire Public Schools	Optional	
Capstone Education Group	Optional	
Frayser Community Schools	Optional	
Freedom Prep	Required	Westwood DNM on MY S&FR data
Gestalt Community Schools	Required	High-Stakes Year for Klondike based on 2014-15 academic and finance results; Humes DNM on MY S&FR data
Green Dot	Optional	
KIPP Memphis	Required	KMAE and KMPE DNM on MY S&FR data; KMPPM may be DNM on S&FR pending federal grants data receipt
LEAD Public Schools	Required	BCCP DNM on MY S&FR data; NBCP may be DNM on S&FR pending federal grants data receipt
Libertas	<i>Pending</i>	Libertas may be DNM on S&FR pending federal grants data receipt (TBD on 1/20)
Pathways in Education	<i>Pending</i>	Whitehaven may be DNM on S&FR pending federal grants data receipt (TBD on 1/20)
Project GRAD	Required	High-Stakes Year for GAM based on 2014-15 finance results; GAM may be DNM on S&FR pending federal grants data receipt
Promise	<i>Pending</i>	Spring Hill may be DNM on S&FR pending federal grants data receipt (TBD on 1/20)
Scholar Academies	Optional	

2015-16 Q1 Finance Results

Operator	1. 30-days Cash On Hand	2. Current Ratio (1.1 Threshold)	3. Clean Financial Audit	SPF Level
Achievement Schools	Met	Met	Met	Meet
Aspire Public Schools	Met	Met	Met	Meet
Capstone Education Group	Met	Met	Met	Meet
Frayser Community Schools	Met	Met	Met	Meet
Freedom Prep	Met	Met	Met	Meet
Gestalt Community Schools	Met	Met	Met	Meet
GRAD Academy	Not Met	Not Met	Not Met	DNM
Green Dot	Met	Met	Met	Meet
KIPP Memphis	Met	Met	Met	Meet
Libertas	Met	Met	Met	Meet
LEAD Public Schools	Met	Met	Met	Meet
Pathways in Education	Met	Met	Met	Meet
Promise Academy	Met	Met	Met	Meet
Scholar	Met	Met	Met	Meet

2015-16 Mid-Year Student & Family Rights

Operator	School	3 OR MORE MISSED CUMULATIVE DATA ITEMS	6 OR MORE TOTAL MISSED	S&FR Meeting Required
Achievement Schools	CAES	MET	MET	NO
Achievement Schools	FAES	MET	PENDING	PENDING
Achievement Schools	GHAES	MET	PENDING	PENDING
Achievement Schools	WAMS	MET	MET	NO
Achievement Schools	WAES	MET	PENDING	PENDING
Aspire	Coleman ES	MET	MET	NO
Aspire	Hanley ES1	MET	MET	NO
Aspire	Hanley ES2	MET	MET	NO
Capstone	CP	MET	MET	NO
Capstone	CP - Den	MET	MET	NO
Capstone	LP	MET	MET	NO
FCS	MLK/Frayser HS	MET	MET	NO
Freedom	Westwood ES	NOT MET	NOT MET	YES
Gestalt	Humes	MET	NOT MET	YES
Gestalt	Klondike	MET	MET	NO
GreenDot	Fairley HS	MET	MET	NO
GreenDot	Wooddale MS	MET	MET	NO
KIPP	KMAES	MET	NOT MET	YES
KIPP	KMPMS	MET	PENDING	PENDING
KIPP	KMUMS	MET	MET	NO
KIPP	KMPE	NOT MET	NOT MET	YES
LEAD	BCCP	MET	NOT MET	YES
LEAD	NBCP	MET	PENDING	PENDING
Libertas	Libertas	PENDING	MET	PENDING
Pathways	Frayser	MET	MET	NO
Pathways	Whitehaven	PENDING	MET	PENDING
Project GRAD	GRAD	PENDING	MET	PENDING
Promise	Spring Hill ES	MET	PENDING	PENDING
Scholar Academies	MSFK	MET	MET	NO

2014-15 School Performance Results

LEA Action 2015	Operator	School Name	SPF Model	Year of Operation	2015 Finance Performance	2015 Academic Composite Performance	2015 Final Performance
Allow Replication	Achievement Schools	Georgian Hills Achievement Elementary School	K8	2	Meeting	Meeting	Meeting
		Whitney Achievement Elementary School	K8	2		Meeting	Meeting
		Corning Achievement Elementary	K8	3		Approaching	Approaching
		Frayser Achievement Elementary	K8	3		Meeting	Meeting
		Westside Achievement Middle School	K8	3		Meeting	Meeting
	Aspire Public Schools	Aspire Coleman	K8	1	Meeting	Does Not Meet	Does Not Meet
		Aspire Hanley #1	K8	2		Meeting	Meeting
		Aspire Hanley #2	K8	2		Meeting	Meeting
	Green Dot	Fairley High School	HS	1	Meeting	Meeting	Meeting
	KIPP Memphis	KIPP Memphis University Middle	K8	1	Meeting	Does Not Meet	Does Not Meet
		KIPP Memphis Academy Elementary	K2	2		Meeting	Meeting
		KIPP Memphis Preparatory Middle	K8	2		Meeting	Meeting
	Promise Academy	Promise Academy Spring Hill	K2	1	Meeting	Exceeding	Exceeding
Do Not Replicate	Capstone Education Group	Lester Prep	K8	1	Meeting	Approaching	Approaching
		Cornerstone Prep - Lester Campus	K8	3		Approaching	Approaching
	Frayser Community Schools	Martin Luther King Preparatory High School	HS	1	Meeting	Approaching	Approaching
	Freedom Prep	Freedom Prep	K2	1	Meeting	Approaching	Approaching
	Gestalt Community Schools	Klondike Preparatory Academy	K8	2	Does Not Meet	Does Not Meet	Does Not Meet
		Humes Preparatory Academy - Upper School	K8	3		Does Not Meet	Does Not Meet
	LEAD Public Schools	Brick Church College Prep	K8	3	Meeting	Does Not Meet	Does Not Meet
Shelby County Schools Charter Application - Green Dot Charter K-8 Project GRAD		GRAD Academy Memphis	HS	2	Does Not Meet	Approaching	Does Not Meet

2014-15 School Action Decisions

Operator	School Name	Year of Operation	2013	2014	2015	Action*
Achievement Schools	Georgian Hills Achievement Elementary School	2		Does Not Meet	Meeting	No Action; Moves on to next 3Y cycle
	Whitney Achievement Elementary School	2		Approaching	Meeting	No Action; Moves on to next 3Y cycle
	Corning Achievement Elementary	3	Meeting	Approaching	Approaching	No Action; Moves on to next 3Y cycle
	Frayser Achievement Elementary	3	Does Not Meet	Approaching	Meeting	No Action; Moves on to next 3Y cycle
	Westside Achievement Middle School	3	Does Not Meet	Does Not Meet	Meeting	No Action; Moves on to next 3Y cycle
Aspire Public Schools	Aspire Coleman	1			Does Not Meet	No Action; Baseline Year
	Aspire Hanley #1	2		Does Not Meet	Meeting	No Action; Moves on to next 3Y cycle
	Aspire Hanley #2	2		Does Not Meet	Meeting	No Action; Moves on to next 3Y cycle
Capstone Education Group	Lester Prep	1			Approaching	No Action; Baseline Year
	Cornerstone Prep - Lester Campus	3	Approaching	Meeting	Approaching	No Action; Moves on to next 3Y cycle
Frayser Community Schools	Martin Luther King Preparatory High School	1			Approaching	No Action; Baseline Year
Freedom Prep	Freedom Prep	1			Approaching	No Action; Baseline Year
Gestalt Community Schools	Klondike Preparatory Academy	2		Approaching	Does Not Meet	No Action; Potential for 2016 replacement
	Humes Preparatory Academy - Upper School	3	Approaching	Approaching	Does Not Meet	No Action; Moves on to next 3Y cycle
Green Dot	Fairley High School	1			Meeting	No Action; Baseline Year
KIPP Memphis	KIPP Memphis University Middle	1			Does Not Meet	No Action; Baseline Year
	KIPP Memphis Academy Elementary	2			Meeting	No Action; Moves on to next 3Y cycle
	KIPP Memphis Preparatory Middle	2		Meeting	Meeting	No Action; Moves on to next 3Y cycle
LEAD Public Schools	Brick Church College Prep	3	Approaching	Meeting	Does Not Meet	No Action; Moves on to next 3Y cycle
Project GRAD	GRAD Academy Memphis	2		Meeting	Does Not Meet	No Action; Potential for 2016 replacement
Promise Academy	Promise Academy Spring Hill	1			Exceeding	No Action; Baseline Year

Annual Site Visit Report

Bluff City High School

March 19, 2019

Pursuant to State Board Policy 6.500 – Oversight and Evaluation,¹ the State Board of Education (“State Board”) conducted an annual site visit of Bluff City High School (“Bluff City”), operated by Green Dot Public Schools – Tennessee, on February 20, 2019. The purpose of the annual site visit is to collect data and qualitative evidence to supplement each authorized charter school’s annual evaluation on the State Board’s Charter School Performance Framework.² The following members of the State Board team attended the visit:

- Dr. Sara Morrison, Executive Director
- Tess Stovall, Director of Charter Schools
- Ali Gaffey, Deputy Director of Charter Schools
- Kelly Johnson, Special Populations Coordinator
- Dr. Julie McCargar, Federal Programs Coordinator

During the visit, the State Board team had the opportunity to observe classroom instruction, analyze assessment and school culture data, review student records including Individualized Education Programs (IEPs) and Individualized Language Plans (ILPs), and conduct interviews. The State Board team met with the principal, assistant principal, teachers, students, a parent, the governing board chair, the school operations manager, the special education director, and the English learner coordinator.

The State Board’s Site Visit Protocol outlines all evidence gathered during the visit and is aligned to the State Board’s Charter School Performance Framework. The Site Visit Report is not an official evaluation, but rather intended only to provide observations and evidence directly tied to the three areas of performance evaluated by the Performance Framework: academic performance, financial performance, and organizational performance.

Academic Performance

The majority of the evidence gathered during the site visit focused on the academic performance section of the performance framework. In its second year of operation, Bluff City is continuing to work toward fully implementing its mission for all students. The school’s 2018-19 academic goals of a 10% proficiency rate and a TVAAS Level 4 or 5 were echoed among all interviewed stakeholders, including the leadership team, teachers, students, and a parent representative. As evidenced by interviews with the leadership team as well as students and teachers, the school regularly engages in data-dives with teachers

¹ [State Board Policy 6.500 – Oversight and Evaluation](#)

² [State Board Charter School Performance Framework](#)

and students. The administrative team also explained a shift in focus this year around instilling students with a sense of academic ownership and ensuring students fully grasp what it means to be “college-ready”. However, in order for students to graduate college-ready, a great deal of work remains.

While the school exceeded the standard for academic growth in the 2017-18 school year on the State Board’s Performance Framework with a TVAAS Level 5, student achievement in English I and Algebra I was very low. Both Bluff City’s principal and assistant principal expressed a shared understanding of the impact these low achievement scores have on student outcomes. Additionally, the leaders explained a deeper focus on continued conversations with students and families about the reality of their academic performance, including the importance of academic achievement, not just academic growth. A plan to administer the ACT with the sophomore class this spring further demonstrates an ongoing effort to deepen student understanding of their own achievement levels and encourage academic ownership.

In response to last year’s academic performance, the school has made several strong changes to instruction, coaching and planning. Classroom observations revealed evidence of a closer alignment to the Tennessee State Standards and an increased focus on meaningful intervention courses. Through interviews with teachers and classroom observations, the State Board team documented that classes, such as English I and Algebra I, now have additional tiered intervention sections to support struggling students; both are showing strong results. Additionally, the school consistently tracks student progress on internal and benchmark assessments with coaches supporting teachers in their focus on the use of data to inform instruction. However, while there is evidence of some growth this year in formative assessment results, summative results remain low, and it is unclear if the increased focus on data and instruction will translate into higher academic results on statewide assessments.

Another adjustment resulting from Year 1 outcomes is an increased focus on providing services for sub-populations of students, specifically special education students. Bluff City has strengthened its services to students with disabilities through improvements in its main service delivery model and implementation of a co-teaching structure shared between the regular and special education teachers in math and English classes. As a result, the school’s special education team reported a feeling of strong and effective collaboration among school and network-level team members. On the other hand, support services for English learners (“EL”) remains an area of need for the school. As this population of students continues to grow, the leadership team recognizes the increased need for at least one full-time staff member. Last year, the school’s EL population ranked 6 out of 97 districts on the Literacy section of WIDA, and approximately 60% of EL students met or exceeded their growth targets. While these were impressive results, this sub-population of students has not shown as much academic progress on formative assessments in math and English as originally expected, according to a data analysis discussion with the principal. The school currently operates with two part-time ESL teachers, and language support in the general education classes was noticeably lacking during classroom observations.

Beyond academic achievement, the school saw high levels of chronic absenteeism last year and is currently on-track to continue this trend in the 2018-19 school year. Although school culture is strong, high absenteeism rates remain an area of concern for the school. Bluff City’s leaders recognize the need

and continue to implement strategies intended to support students and families with this issue, including finding transportation alternatives for students.

Bluff City received a federally funded 21st Century Community Learning Center grant to fund its after-school program. In interviews with the State Board team, administrators, teachers, and students positively cited this new initiative as supporting the school's mission by providing supplemental academic tutoring and well-rounded educational experiences outside of the regular school day. Students participate in experiences such as entrepreneurship, yoga, songwriting, computer coding, and strength training while receiving specific academic tutoring in English, math and ACT preparation. In interviews with the State Board staff, students and parents voiced excitement and support for the growing after-school programming. Providing transportation would allow additional interested students to participate.

This year, the State Board team noted Bluff City's increased overall effort to involve all families in the school. During an interview with the School Operations Manager, the State Board team learned the school has increased efforts to engage with Spanish-speaking families through the strategic use of this staff member. According to the School Operations Manager, Spanish-speaking families have expressed a stronger feeling of community at the school, and the school saw a high turnout at their Hispanic Heritage Month celebrations this year. It is clear that the School Operations Manager is an integral part of the school community, stepping outside of his basic duties to fulfill a need, and would be a valuable addition to the school planning team as well. In addition to the increased engagement of Spanish-speaking families, the State Board staff heard about several new family events planned this school year, though, according to the administrative team, attendance has shown mixed results. Both the school's principal and assistant principal noted increased family participation as an on-going area of focus. The school regularly uses multiple forms of communication with families in English and Spanish including social media posts, phone calls, text messages, and mailings. Families keep up to date with their students' academic progress through these resources and regularly scheduled meetings.

Additionally, the school's population has grown demonstrating that the school continues to implement effective recruitment and retention strategies. The school's leadership team provides on-going professional development as well as school and network-level trainings for teachers to support the needs of these students. The school is a welcoming environment for students and families with all required signage regarding resources posted at the front of the building.

When asked about discipline, the school leaders discussed a continued approach this year with an emphasis on a social justice model that has shown positive results. In an interview with the principal and teachers, the State Board team gathered evidence supporting a decrease in the number of suspensions and detentions compared to last year with students less likely to repeat an inappropriate behavior. Additionally, the Special Education team spoke to their increased behavioral support for their students and teachers through regular check-ins and assisting with de-escalation, when needed. Though these are positive cultural trends, many of the teachers continue to struggle with classroom management. Classroom observations conducted by the State Board team revealed variability among teachers when addressing student misbehaviors stemming in part from of an inconsistent implementation of the school's

adopted management plan, Safe and Civil Schools. Interviews with the school's principal or assistant principal did not include a discussion on management coaching, though, when the State Board staff mentioned this feedback at the end of the visit, the leaders were not surprised to learn of this concern. In classrooms observed with strong management, the teachers made clear and consistent references to a discipline protocol and held students accountable for meeting behavioral expectations.

Overall, students expressed feeling cared for by their teachers and having strong relationships with many of the adults at the school. This year students appeared more comfortable voicing their ideas for the future of the school and shared their excitement and appreciation for the after-school programming available to them. The school provides several wrap-around services for students including a school-based counselor, RTI and Attendance teams, and a community partnership with Youth Villages. The State Board team unanimously expressed observing a feeling of joy among the students and pride for their school.

Financial Performance

Bluff City's financial performance is evaluated through the financial performance framework indicators, which includes demonstration of compliance with federal and state fiscal requirements. While not the focus of the visit, there is available evidence as it relates to financial reporting and compliance requirements. Bluff City continues to show cooperation and compliance in meeting all federal finance requirements. Additionally, Bluff City has submitted their semi-annual financial statements and monthly federal reimbursements as required by the State Board's reporting calendar.

Organizational Performance

The organizational performance evidence collected during the visit primarily centered on the areas of compliance, capacity, and governance. Most of the compliance-related evidence came from reviewing documentation and interviewing stakeholders at Bluff City. The review of a random sampling of student records showed that most records are completely in compliance, though the organization of EL student records is an area for improvement for serving and protecting the rights of EL student. The State Board team observed student records and data currently stored in multiple locations including EL folders, cumulative folders, and secure folders maintained in class by the EL teachers.

The other major compliance-related observation, though not directly observed during the site visit, is submitting documentation in accordance with the State Board's reporting calendar. Bluff City and the State Board work closely together on the monthly submission of reporting calendar items; the school consistently meets expectations with a 98% overall submission rating.

Through the site visit, it was evident that the capacity of the school leadership and instructional team is an area of continued focus. The State Board staff saw evidence of an increased instructional partnership between the school and network and a focus on supporting and retaining high quality educators. Interviews with teaching staff further supported a strong sense of community and professional support at both the school and network-level with regular opportunities for collaboration and learning. Additionally, Bluff City's leadership continues to think about leadership opportunities for teachers,

recently promoting one educator to a mid-level leadership role. As evidenced by a recent staff survey, 100% of teachers have expressed a desire to return for the 2019-20 school year and believe that Bluff City is a positive place to work.

Lastly, in an interview with the governing board chair, the State Board team gathered evidence of increased engagement between the board members and the school. The board meets regularly and receives frequent updates regarding the school's academic performance and student growth. The board chair was knowledgeable about the finances of the network as a whole as well as academic performance and strategic planning. With a strong background in finance, the board chair engages in deep conversations about the network's finances and ensuring the network has a pathway toward sustainability. While the board chair expressed financial need as a reason for expansion, State Board staff did not identify sustained academic performance of the network's current portfolio that align with the expansion plans. Overall, the board demonstrates increased knowledge and engagement this year with a focus on enrollment as the key lever in determining the network's future.

Performance Framework and Annual Report

The annual site visit is one piece of a larger evaluation of a school authorized by the State Board. The State Board publishes its annual report by the end of the fall semester of each school year in accordance with State Board Policy 6.500. Included in that report will be an evaluation of Bluff City based on the State Board's approved Charter School Performance Framework. It will contain both quantitative school accountability data as well as qualitative evidence from the annual site visit. The report will be publically available via the State Board's website.

Green Dot Public Schools Tennessee*Unaudited Statement of Activities and Changes in Net Assets**For the period ending January 31, 2019***Fairley High School**

	Year-to-Date			
	Actual	Budget	Var. B/(W)	Var. %
REVENUE				
State Apportionment	\$2,803,064	\$2,807,552	(\$4,488)	(0%)
Other Per-Pupil Driven	0	0	0	N/A
Special Education	140,951	173,720	(32,769)	(19%)
Federal	301,564	298,271	3,294	1%
Other State	0	0	0	N/A
Grants	0	0	0	N/A
Facility Reimbursement	0	0	0	N/A
Other	0	0	0	N/A
Shared service revenue	0	0	0	N/A
Food Nutrition	0	0	0	N/A
Local	28,944	21,100	7,843	37%
Total Revenue	\$3,274,522	\$3,300,643	(\$26,120)	(1%)
EXPENDITURES				
Certificated Salaries	1,118,158	1,249,768	131,610	11%
Certificated Overtime, Bonuses, and Stipends	41,165	21,755	(19,410)	(89%)
Substitute Services	122,736	23,825	(98,911)	(415%)
Classified Salaries	209,904	208,933	(971)	(0%)
Classified Overtime, Bonuses, and Stipends	4,585	9,765	5,180	53%
Summer School & Summer Bridge	7,312	5,625	(1,687)	(30%)
Certificated and Classified Benefits	417,493	470,009	52,517	11%
Total Personnel Costs	\$1,921,352	\$1,989,680	\$68,328	3%
Classroom and Academic Supplies	27,458	64,009	36,551	57%
Office Supplies	58,521	42,207	(16,314)	(39%)
Employee Related	7,531	4,547	(2,984)	(66%)
Student Related	149,464	105,769	(43,695)	(41%)
IT & Other Noncap Equipment	36,121	64,738	28,617	44%
Facilities	301,215	322,515	21,300	7%
Services	149,491	116,136	(33,355)	(29%)
Non-Discretionary	91,186	103,178	11,992	12%
Shared service fees	423,232	417,260	(5,972)	(1%)
Total Operating Costs	\$1,244,217	\$1,240,359	(\$3,859)	(0%)
CHANGE IN NET ASSETS	\$108,953	\$70,604	\$38,349	54%

Green Dot Public Schools Tennessee*Unaudited Statement of Activities and Changes in Net Assets**For the period ending January 31, 2019***Wooddale Middle School**

	Year-to-Date			
	Actual	Budget	Var. B/(W)	Var. %
REVENUE				
State Apportionment	\$2,196,576	\$2,134,366	\$62,210	3%
Other Per-Pupil Driven	0	0	0	N/A
Special Education	60,980	81,313	(20,332)	(25%)
Federal	472,933	418,480	54,453	13%
Other State	0	0	0	N/A
Grants	0	0	0	N/A
Facility Reimbursement	0	0	0	N/A
Other	1,400	0	1,400	N/A
Shared service revenue	0	0	0	N/A
Food Nutrition	0	0	0	N/A
Local	24,421	14,727	9,694	66%
Total Revenue	\$2,756,310	\$2,648,886	\$107,424	4%
EXPENDITURES				
Certificated Salaries	1,029,454	1,063,231	33,778	3%
Certificated Overtime, Bonuses, and Stipends	33,125	21,906	(11,219)	(51%)
Substitute Services	88,070	21,273	(66,798)	(314%)
Classified Salaries	227,548	198,485	(29,063)	(15%)
Classified Overtime, Bonuses, and Stipends	8,185	11,214	3,030	27%
Summer School & Summer Bridge	2,560	5,376	2,816	52%
Certificated and Classified Benefits	422,405	429,413	7,008	2%
Total Personnel Costs	\$1,811,347	\$1,750,899	(\$60,448)	(3%)
Classroom and Academic Supplies	41,691	38,188	(3,503)	(9%)
Office Supplies	52,172	29,441	(22,730)	(77%)
Employee Related	10,779	4,369	(6,410)	(147%)
Student Related	82,401	75,006	(7,396)	(10%)
IT & Other Noncap Equipment	30,938	57,856	26,917	47%
Facilities	338,545	291,627	(46,918)	(16%)
Services	148,921	125,507	(23,414)	(19%)
Non-Discretionary	96,877	128,584	31,708	25%
Shared service fees	329,670	305,953	(23,718)	(8%)
Total Operating Costs	\$1,131,994	\$1,056,531	(\$75,463)	(7%)
CHANGE IN NET ASSETS	(\$187,031)	(\$158,544)	(\$28,487)	18%

Green Dot Public Schools Tennessee*Unaudited Statement of Activities and Changes in Net Assets**For the period ending January 31, 2019***Hillcrest High School**

	Year-to-Date			
	Actual	Budget	Var. B/(W)	Var. %
REVENUE				
State Apportionment	\$2,348,577	\$2,343,106	\$5,471	0%
Other Per-Pupil Driven	0	0	0	N/A
Special Education	154,102	284,797	(130,696)	(46%)
Federal	270,406	225,024	45,381	20%
Other State	0	0	0	N/A
Grants	5,000	0	5,000	N/A
Facility Reimbursement	0	0	0	N/A
Other	521	0	521	N/A
Shared service revenue	0	0	0	N/A
Food Nutrition	0	0	0	N/A
Local	49,176	27,273	21,903	80%
Total Revenue	\$2,827,780	\$2,880,200	(\$52,419)	(2%)
EXPENDITURES				
Certificated Salaries	1,172,158	1,176,951	4,794	0%
Certificated Overtime, Bonuses, and Stipends	28,947	20,000	(8,947)	(45%)
Substitute Services	47,739	22,549	(25,189)	(112%)
Classified Salaries	222,338	190,123	(32,216)	(17%)
Classified Overtime, Bonuses, and Stipends	4,697	10,656	5,959	56%
Summer School & Summer Bridge	10,464	5,000	(5,464)	(109%)
Certificated and Classified Benefits	466,685	484,912	18,227	4%
Total Personnel Costs	\$1,953,027	\$1,910,192	(\$42,836)	(2%)
Classroom and Academic Supplies	21,924	62,852	40,927	65%
Office Supplies	37,823	39,830	2,007	5%
Employee Related	11,660	4,592	(7,068)	(154%)
Student Related	109,550	107,213	(2,337)	(2%)
IT & Other Noncap Equipment	30,764	67,000	36,236	54%
Facilities	283,351	276,172	(7,179)	(3%)
Services	95,188	94,983	(205)	(0%)
Non-Discretionary	96,434	67,975	(28,459)	(42%)
Shared service fees	359,699	360,490	792	0%
Total Operating Costs	\$1,046,393	\$1,081,108	\$34,715	3%
CHANGE IN NET ASSETS	(\$171,639)	(\$111,100)	(\$60,540)	54%

Green Dot Public Schools Tennessee*Unaudited Statement of Activities and Changes in Net Assets**For the period ending January 31, 2019***Kirby Middle School**

	Year-to-Date			
	Actual	Budget	Var. B/(W)	Var. %
REVENUE				
State Apportionment	\$2,060,794	\$1,988,248	\$72,546	4%
Other Per-Pupil Driven	0	0	0	N/A
Special Education	26,128	69,310	(43,183)	(62%)
Federal	291,610	188,020	103,590	55%
Other State	0	0	0	N/A
Grants	0	0	0	N/A
Facility Reimbursement	0	0	0	N/A
Other	79,200	0	79,200	N/A
Shared service revenue	0	0	0	N/A
Food Nutrition	0	0	0	N/A
Local	30,848	12,818	18,030	141%
Total Revenue	\$2,488,580	\$2,258,396	\$230,184	10%
EXPENDITURES				
Certificated Salaries	1,009,665	1,032,068	22,403	2%
Certificated Overtime, Bonuses, and Stipends	38,174	17,500	(20,674)	(118%)
Substitute Services	62,624	18,720	(43,904)	(235%)
Classified Salaries	186,616	151,754	(34,862)	(23%)
Classified Overtime, Bonuses, and Stipends	13,272	8,229	(5,043)	(61%)
Summer School & Summer Bridge	160	5,000	4,840	97%
Certificated and Classified Benefits	382,708	401,842	19,134	5%
Total Personnel Costs	\$1,693,218	\$1,635,112	(\$58,106)	(4%)
Classroom and Academic Supplies	39,213	36,592	(2,621)	(7%)
Office Supplies	38,802	27,907	(10,895)	(39%)
Employee Related	9,658	4,192	(5,466)	(130%)
Student Related	110,675	64,522	(46,152)	(72%)
IT & Other Noncap Equipment	31,928	63,190	31,262	49%
Facilities	214,096	188,852	(25,245)	(13%)
Services	120,563	89,008	(31,555)	(35%)
Non-Discretionary	89,832	57,914	(31,919)	(55%)
Shared service fees	303,220	281,742	(21,477)	(8%)
Total Operating Costs	\$957,986	\$813,918	(\$144,068)	(18%)
CHANGE IN NET ASSETS	(\$162,624)	(\$190,634)	\$28,010	(15%)

Green Dot Public Schools Tennessee*Unaudited Statement of Activities and Changes in Net Assets**For the period ending January 31, 2019***Bluff City High School**

	Year-to-Date			
	Actual	Budget	Var. B/(W)	Var. %
REVENUE				
State Apportionment	\$1,609,442	\$1,596,930	\$12,513	1%
Other Per-Pupil Driven	0	0	0	N/A
Special Education	84,452	0	84,452	N/A
Federal	102,547	105,355	(2,808)	(3%)
Other State	0	0	0	N/A
Grants	117,923	83,624	34,299	41%
Facility Reimbursement	0	0	0	N/A
Other	0	0	0	N/A
Shared service revenue	0	0	0	N/A
Food Nutrition	0	0	0	N/A
Local	22,374	17,937	4,437	25%
Total Revenue	\$1,936,737	\$1,803,846	\$132,892	7%
EXPENDITURES				
Certificated Salaries	659,804	680,100	20,295	3%
Certificated Overtime, Bonuses, and Stipends	20,825	3,250	(17,575)	(541%)
Substitute Services	44,841	13,615	(31,226)	(229%)
Classified Salaries	146,545	128,205	(18,340)	(14%)
Classified Overtime, Bonuses, and Stipends	3,396	5,282	1,886	36%
Summer School & Summer Bridge	1,152	1,688	536	32%
Certificated and Classified Benefits	242,449	246,522	4,074	2%
Total Personnel Costs	\$1,119,012	\$1,078,661	(\$40,351)	(4%)
Classroom and Academic Supplies	11,943	39,215	27,271	70%
Office Supplies	30,374	42,046	11,672	28%
Employee Related	4,522	3,747	(775)	(21%)
Student Related	97,066	96,047	(1,019)	(1%)
IT & Other Noncap Equipment	88,486	144,602	56,116	39%
Facilities	163,896	190,218	26,322	14%
Services	90,935	58,119	(32,816)	(56%)
Non-Discretionary	208,767	244,187	35,421	15%
Shared service fees	239,730	229,808	(9,921)	(4%)
Total Operating Costs	\$935,718	\$1,047,989	\$112,270	11%
CHANGE IN NET ASSETS	(\$117,992)	(\$322,804)	\$204,811	(63%)



TENNESSEE

ANNUAL FINANCIAL REPORT

JUNE 30, 2017

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

FAIRLEY HIGH SCHOOL STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2016)

JUNE 30, 2017

	<u>2017</u>	<u>2016</u>
ASSETS		
Current Assets:		
Accounts receivable	\$ 358,549	\$ 568,721
Non-Current Assets:		
Fixed assets	188,868	188,868
Less: accumulated depreciation	<u>100,991</u>	<u>63,217</u>
Total Non-Current Assets	<u>87,877</u>	<u>125,651</u>
Total Assets	<u><u>\$ 446,426</u></u>	<u><u>\$ 694,372</u></u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 11,866	\$ 65,785
Intra-company payable	<u>920,726</u>	<u>1,114,753</u>
Total Liabilities	<u><u>932,592</u></u>	<u><u>1,180,538</u></u>
NET ASSETS (DEFICIT)		
Unrestricted	<u>(486,166)</u>	<u>(486,166)</u>
Total Net Assets (Deficit)	<u><u>(486,166)</u></u>	<u><u>(486,166)</u></u>
Total Liabilities and Net Assets	<u><u>\$ 446,426</u></u>	<u><u>\$ 694,372</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

FAIRLEY HIGH SCHOOL STATEMENT OF ACTIVITIES
(With comparative financial information for the year ended June 30, 2016)

FOR THE YEAR ENDED JUNE 30, 2017

	2017	2016
CHANGES IN UNRESTRICTED NET ASSETS		
REVENUES		
State apportionments	\$ 4,894,543	\$ 4,767,207
Federal revenue	492,418	541,148
Other State revenue	-	17,353
Contributions and grants	870,766	151,938
Local revenue	58,262	50,769
Total Revenues	<u>6,315,989</u>	<u>5,528,415</u>
EXPENSES		
Program services:		
Salaries and benefits	3,293,563	3,086,787
Student services	1,027,773	1,177,459
Materials and supplies	146,898	103,348
Student nutrition	-	2,605
Other expenses	326,585	202,001
Depreciation	37,774	37,774
Occupancy	592,287	725,205
Subtotal	<u>5,424,880</u>	<u>5,335,179</u>
Management and general:		
Operating expenses	110,000	111,790
Shared services and start-up fees - related party	781,109	756,478
Subtotal	<u>891,109</u>	<u>868,268</u>
Total Expenses	<u>6,315,989</u>	<u>6,203,447</u>
CHANGE IN UNRESTRICTED NET ASSETS	-	(675,032)
NET ASSETS (DEFICIT), BEGINNING OF YEAR	(486,166)	188,866
NET ASSETS (DEFICIT), END OF YEAR	<u>\$ (486,166)</u>	<u>\$ (486,166)</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

FAIRLEY HIGH SCHOOL STATEMENT OF CASH FLOWS
(With comparative financial information for the year ended June 30, 2016)

FOR THE YEAR ENDED JUNE 30, 2017

	2017	2016
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ -	\$ (675,032)
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation expense	37,774	37,774
Changes in operating assets and liabilities:		
Decrease in assets		
Accounts receivable	210,172	8,862
Prepaid expenses and other current assets	-	250
Increase (Decrease) in liabilities		
Accounts payable and accruals	(53,919)	61,877
Intra-company payable	(194,027)	566,269
Net Cash Provided by Operating Activities	-	-
NET CHANGE IN CASH	-	-
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	-	-
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ -	\$ -
Supplemental cash flow disclosure:		
Cash paid during the period for interest	\$ -	\$ -

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

**WOODDALE MIDDLE SCHOOL STATEMENT OF
 FINANCIAL POSITION**

(With comparative financial information at June 30, 2016)

JUNE 30, 2017

	2017	2016
ASSETS		
Current Assets:		
Accounts receivable	\$ 473,702	\$ 980,251
Intra-company receivable	18,250	-
Total Current Assets	491,952	\$ 980,251
Non-Current Assets:		
Fixed assets	570,238	507,193
Less: accumulated depreciation	192,526	81,630
Total Non-Current Assets	377,712	425,563
Total Assets	\$ 869,664	\$ 1,405,814
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 10,840	\$ 74,321
Intra-company payable	-	472,669
Total Current Liabilities	10,840	546,990
Long-Term Obligations:		
Non-current portion of long-term obligations	585,000	585,000
Total Liabilities	595,840	1,131,990
NET ASSETS		
Unrestricted	273,824	273,824
Total Net Assets	273,824	273,824
Total Liabilities and Net Assets	\$ 869,664	\$ 1,405,814

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

WOODDALE MIDDLE SCHOOL STATEMENT OF ACTIVITIES
(With comparative financial information for the year ended June 30, 2016)

FOR THE YEAR ENDED JUNE 30, 2017

	2017	2016
CHANGES IN UNRESTRICTED NET ASSETS		
REVENUES		
State apportionments	\$ 4,164,811	\$ 5,169,753
Federal revenue	894,691	1,525,151
Contributions and grants	868,766	131,805
Local revenue	37,939	7,676
Total Revenues	<u>5,966,207</u>	<u>6,834,385</u>
EXPENSES		
Program services:		
Salaries and benefits	3,306,831	3,175,081
Student services	800,907	606,861
Materials and supplies	108,364	176,174
Student nutrition	-	3,125
Other expenses	185,386	903,796
Depreciation	110,896	81,630
Occupancy	630,710	570,870
Subtotal	<u>5,143,094</u>	<u>5,517,537</u>
Management and general:		
Operating expenses	93,600	122,601
Shared services and start-up fees - related party	729,513	1,030,221
Subtotal	<u>823,113</u>	<u>1,152,822</u>
Total Expenses	<u>5,966,207</u>	<u>6,670,359</u>
CHANGE IN UNRESTRICTED NET ASSETS	-	164,026
NET ASSETS, BEGINNING OF YEAR	<u>273,824</u>	<u>109,798</u>
NET ASSETS, END OF YEAR	<u><u>\$ 273,824</u></u>	<u><u>\$ 273,824</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

WOODDALE MIDDLE SCHOOL STATEMENT OF CASH FLOWS
(With comparative financial information for the year ended June 30, 2016)

FOR THE YEAR ENDED JUNE 30, 2017

	2017	2016
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ -	164,026
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation expense	110,896	81,630
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	506,549	(814,172)
Intra-company receivable	(18,250)	-
Prepaid expenses and other current assets	-	470
Increase (Decrease) in liabilities		
Accounts payable and accruals	(63,481)	74,066
Intra-company payable	(472,669)	306,374
Net Cash Provided (Used) by Operating Activities	<u>63,045</u>	<u>(187,606)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(63,045)</u>	<u>(397,394)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan proceeds, net	<u>-</u>	<u>585,000</u>
NET CHANGE IN CASH	-	-
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>-</u>	<u>-</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

HILLCREST HIGH SCHOOL STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2016)

JUNE 30, 2017

	2017	2016
ASSETS		
Current Assets:		
Accounts receivable	\$ 440,364	\$ 40,222
Prepaid expenses and other current assets	750	77,223
Total Current Assets	<u>441,114</u>	<u>\$ 117,445</u>
Non-Current Assets:		
Fixed assets	341,890	77,508
Less: accumulated depreciation	51,284	-
Total Non-Current Assets	<u>290,606</u>	<u>77,508</u>
Total Assets	<u><u>\$ 731,720</u></u>	<u><u>\$ 194,953</u></u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 11,285	\$ 2,125
Intra-company payable	499,440	391,833
Total Current Liabilities	<u>510,725</u>	<u>393,958</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	420,000	-
Total Liabilities	<u>930,725</u>	<u>393,958</u>
NET ASSETS (DEFICIT)		
Unrestricted	<u>(199,005)</u>	<u>(199,005)</u>
Total Net Assets (Deficit)	<u>(199,005)</u>	<u>(199,005)</u>
Total Liabilities and Net Assets	<u><u>\$ 731,720</u></u>	<u><u>\$ 194,953</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

HILLCREST HIGH SCHOOL STATEMENT OF ACTIVITIES
(With comparative financial information for the year ended June 30, 2016)

FOR THE YEAR ENDED JUNE 30, 2017

	2017	2016
CHANGES IN UNRESTRICTED NET ASSETS		
REVENUES		
State apportionments	\$ 4,289,400	\$ -
Federal revenue	863,905	52,126
Contributions and grants	593,689	-
Local revenue	80,819	-
Total Revenues	<u>5,827,813</u>	<u>52,126</u>
EXPENSES		
Program services:		
Salaries and benefits	3,291,829	44,759
Student services	596,023	3,358
Materials and supplies	314,463	27,128
Student nutrition	4,496	1,350
Other expenses	239,513	67,520
Depreciation	51,284	-
Occupancy	557,598	7,016
Subtotal	<u>5,055,206</u>	<u>151,131</u>
Management and general:		
Shared services and start-up fees - related party	676,207	100,000
Subtotal	<u>772,607</u>	<u>100,000</u>
Total Expenses	<u>5,827,813</u>	<u>251,131</u>
CHANGE IN UNRESTRICTED NET ASSETS	-	(199,005)
NET ASSETS (DEFICIT), BEGINNING OF YEAR	(199,005)	-
NET ASSETS (DEFICIT), END OF YEAR	<u>\$ (199,005)</u>	<u>\$ (199,005)</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

HILLCREST HIGH SCHOOL STATEMENT OF CASH FLOWS
(With comparative financial information for the year ended June 30, 2016)

FOR THE YEAR ENDED JUNE 30, 2017

	2017	2016
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ -	\$ (199,005)
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation expense	51,284	-
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(400,142)	(40,222)
Prepaid expenses and other current assets	76,473	(77,223)
Increase (Decrease) in liabilities		
Accounts payable and accruals	9,160	2,125
Intra-company payable	107,607	391,833
Net Cash Provided (Used) by Operating Activities	(155,618)	77,508
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	(264,382)	(77,508)
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan proceeds, net	420,000	-
NET CHANGE IN CASH	-	-
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	-	-
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ -	\$ -
Supplemental cash flow disclosure:		
Cash paid during the period for interest	\$ -	\$ -

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

KIRBY MIDDLE SCHOOL STATEMENT OF FINANCIAL POSITION
(With comparative financial information at June 30, 2016)

JUNE 30, 2017

	2017	2016
ASSETS		
Current Assets:		
Accounts receivable	\$ 179,808	\$ 125,122
Non-Current Assets:		
Fixed assets	430,766	106,181
Less: accumulated depreciation	64,035	-
Total Non-Current Assets	366,731	106,181
Total Assets	<u>\$ 546,539</u>	<u>\$ 231,303</u>
LIABILITIES		
Current Liabilities:		
Accounts payable and accruals	\$ 8,588	\$ 5,222
Intra-company payable	328,960	417,090
Total Current Liabilities	<u>337,548</u>	<u>422,312</u>
Long-Term Obligations:		
Non-current portion of long-term obligations	400,000	-
Total Liabilities	<u>737,548</u>	<u>422,312</u>
NET ASSETS (DEFICIT)		
Unrestricted	<u>(191,009)</u>	<u>(191,009)</u>
Total Net Assets (Deficit)	<u>(191,009)</u>	<u>(191,009)</u>
Total Liabilities and Net Assets	<u>\$ 546,539</u>	<u>\$ 231,303</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

KIRBY MIDDLE SCHOOL STATEMENT OF ACTIVITIES
(With comparative financial information for the year ended June 30, 2016)

FOR THE YEAR ENDED JUNE 30, 2017

	2017	2016
CHANGES IN UNRESTRICTED NET ASSETS		
REVENUES		
State apportionments	\$ 3,639,760	\$ -
Federal revenue	872,359	125,122
Contributions and grants	1,112,546	-
Local revenue	47,871	-
Total Revenues	<u>5,672,536</u>	<u>125,122</u>
EXPENSES		
Program services:		
Salaries and benefits	3,379,886	54,436
Student services	505,473	7,088
Materials and supplies	446,882	7,475
Student nutrition	552	1,650
Other expenses	224,933	137,484
Depreciation	64,035	-
Occupancy	382,847	7,998
Subtotal	<u>5,004,608</u>	<u>216,131</u>
Management and general:		
Operating expenses	81,800	-
Shared services and start-up fees - related party	\$ 586,128	\$ 100,000
Subtotal	<u>667,928</u>	<u>100,000</u>
Total Expenses	<u>5,672,536</u>	<u>316,131</u>
CHANGE IN UNRESTRICTED NET ASSETS	-	(191,009)
NET ASSETS, BEGINNING OF YEAR	(191,009)	-
NET ASSETS, END OF YEAR	<u>\$ (191,009)</u>	<u>\$ (191,009)</u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

KIRBY MIDDLE SCHOOL STATEMENT OF CASH FLOWS
(With comparative financial information for the year ended June 30, 2016)

FOR THE YEAR ENDED JUNE 30, 2017

	2017	2016
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in unrestricted net assets	\$ -	\$ (191,009)
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Depreciation expense	64,035	-
Changes in operating assets and liabilities:		
(Increase) Decrease in assets		
Accounts receivable	(54,686)	(125,122)
Increase (Decrease) in liabilities		
Accounts payable and accruals	3,366	5,222
Intra-company payable	(88,130)	417,090
Net Cash Provided (Used) by Operating Activities	<u>(75,415)</u>	<u>106,181</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Capital expenditures	<u>(324,585)</u>	<u>(106,181)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan proceeds, net	<u>400,000</u>	<u>-</u>
NET CHANGE IN CASH	-	-
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>-</u>	<u>-</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>
Supplemental cash flow disclosure:		
Cash paid during the period for interest	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

BLUFF CITY HIGH SCHOOL STATEMENT OF FINANCIAL POSITION
JUNE 30, 2017

	2017
ASSETS	
Current Assets:	
Accounts receivable	\$ 15,578
Prepaid expenses and other current assets	239
Total Current Assets	<u>15,817</u>
Non-Current Assets:	
Security deposits	14,000
Fixed assets	671,728
Total Non-Current Assets	<u>685,728</u>
Total Assets	<u><u>\$ 701,545</u></u>
LIABILITIES	
Current Liabilities:	
Accounts payable and accruals	\$ 198,180
Intra-company payable	503,365
Total Liabilities	<u>701,545</u>
NET ASSETS	
Unrestricted	<u>-</u>
Total Net Assets	<u>-</u>
Total Liabilities and Net Assets	<u><u>\$ 701,545</u></u>

NOTE: The year ended June 30, 2017, was the first year of operation; therefore, there is no 2016 information presented.

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

BLUFF CITY HIGH SCHOOL STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2017

	2017
CHANGES IN UNRESTRICTED NET ASSETS	
REVENUES	
Federal revenue	\$ 15,578
Contributions and grants	26,039
Total Revenues	<u>41,617</u>
EXPENSES	
Program services:	
Salaries and benefits	13,219
Student services	1,152
Materials and supplies	7,152
Other expenses	5,969
Occupancy	14,125
Total Expenses	<u>41,617</u>
CHANGE IN UNRESTRICTED NET ASSETS	-
NET ASSETS, BEGINNING OF YEAR	-
NET ASSETS, END OF YEAR	<u>\$ -</u>

NOTE: The year ended June 30, 2017, was the first year of operation; therefore, there is no 2016 information presented.

See accompanying note to supplementary information.

GREEN DOT PUBLIC SCHOOLS TENNESSEE
(A Tennessee Nonprofit Public Benefit Corporation)

BLUFF CITY HIGH SCHOOL STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED JUNE 30, 2017

	<u>2017</u>
CASH FLOWS FROM OPERATING ACTIVITIES	
Change in unrestricted net assets	\$ -
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Changes in operating assets and liabilities:	
(Increase) Decrease in assets	
Accounts receivable	(15,578)
Prepaid expenses and other current assets	(239)
Cash received (paid) for security deposits - net	(14,000)
Increase (Decrease) in liabilities	
Accounts payable and accruals	198,180
Intra-company payable	<u>503,365</u>
Net Cash Provided by Operating Activities	<u>671,728</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Capital expenditures	<u>(671,728)</u>
NET CHANGE IN CASH	-
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>-</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ -</u></u>
Supplemental cash flow disclosure:	
Cash paid during the period for interest	<u><u>\$ -</u></u>

NOTE: The year ended June 30, 2017, was the first year of operation; therefore, there is no 2016 information presented.

See accompanying note to supplementary information.